

**Whole School Policy for Safeguarding**

**Incorporating Child Protection**

**Springfield School**

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance [*‘Keeping Children Safe in Education’*](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), DfE (2018)

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on September 2017 It is due for review on September 2018.

Signature: Chris Best Executive Headteacher Date: 26/09/2018

Signature: Chair of Governors Date:

**Publication date: September 2018 Renewal Date: September 2019**

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**Safeguarding Key Contacts**

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**1. Purpose and Aims**

**The purpose** of Springfield School’s safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. We:

* **Are committed** – developing a robust culture of vigilance
* **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
* **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
* **Support vulnerable pupils** – supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse
* **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children. And to maintain an active vigilance thereafter

**The aim** is to follow the procedures set out by Staffordshire Safeguarding Children’s Board, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018 by:

* Knowing that safeguarding and promoting the welfare of children is everyone’s responsibility, and the voice of the child is evident
* Protecting children and young people at our school from maltreatment
* Establishing a safe environment in which our children can learn and develop within an ethos of openness
* Preventing impairment of our children and young people’s health or development
* Ensuring young people at our school grow up in circumstances consistent with the provisions of safe and effective care.
* Offering children a balanced curriculum including PHSE, healthy relationship education, online safety, sexting
* Offering children and young people balanced curriculum through online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks.
* Understanding that no single professional can have the full picture of a child’s needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.
* Undertaking the role so as to enable children and young people at our school to have best outcomes.
* Ensuring as a school we have a clear understanding of our staff’s knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our school.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party.

* This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.
* This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
* This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school.
* Our policy applies to all staff; paid and unpaid, working in the school including Governors.
* The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff code of conduct. In addition, all staff are provided with Part One, [Keeping Children Safe in Education](file:///C%3A%5CUsers%5Ctfros2sc%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Word%5C%E2%80%A2%09https%3A%5Cwww.gov.uk%5Cgovernment%5Cuploads%5Csystem%5Cuploads%5Cattachment_data%5Cfile%5C707688%5CKeeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf) 2018
* The school follows the Staffordshire Safeguarding Children’s Board policies and procedures. [www.staffsscb.org.uk](http://www.staffsscb.org.uk)

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1. **Ethos**

The child’s welfare is of paramount importance at Springfield school.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children’s welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delayto protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

***‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.’ (Keeping Children Safe in Education 2018)***

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity. (See Appendices 1 And 2)

We maintain a professional attitude of ‘it could happen here’ where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support and will be linked with all our policies e.g. anti-bullying, online safety, health and safety.

Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the [what to do if a child is being abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) guidance.

**3. Key Principles**

The child’s needs and welfare are paramount. Springfield *is* a child centred school.All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

Children should be listened toand their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the childin order to protect them.

The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

* At Springfield School we have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training as required in KCSIE 2018, and also receive regular updates through staff meetings, briefings, emails etc.
* The school has clear induction processes for all staff, volunteers and Governors and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2018; Code of Conduct; schools behaviour policy; schools response to children who go missing from education, the role of the DSL and this Safeguarding Policy.
* The school is committed to working with other agencies to provide early helpfor children before they become at risk of harm or require a ‘child in need’ statutory assessment. ‘Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. (WT 2018)
* All staff should be aware of the early help process, and understand their role in it. (KCSIE 2018).This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.’ (DfE 2018)
* All staff should be aware of the processfor making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments. (KCSIE 2018)
* All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the DSL. Whilst the DSL will normally make referrals to Children’sServices, **any staff member can refer their concerns to children’s social care** directly in emergencies or if they feel they need to do so. **(Staffordshire First Response 0800 1313126)**
* The school will work with other agenciesto ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
* The school will follow the Staffordshire Safeguarding Children’s Board’s procedures and provide them with information as required. [www.staffsscb.org.uk](http://www.staffsscb.org.uk)
* We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being and to keep themselves safe from harm.
* Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education, online safety, sexting and bullying (including cyber bullying).

**4.** **Legislation and Guidance:**

Schools and colleges must have regardfor the DfE statutory guidance ‘Keeping Children Safe in Education (DfE2018). [***‘Keeping Children Safe in Education’*,**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A **child in need**is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.

Section 175 of the Education Act 2002 places a duty on local authorities to exercise their functionswith a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

**5. Roles and Responsibilities**

**5.1 Designated and Deputy Safeguarding Leads**

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with keeping Children Safe in Education 2018. [***‘Keeping Children Safe in Education’*,**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be logged on My Concern and discussed with the DSL. The DSL will:

* Work in cooperation with The Family Support team to represent Springfield School at child protection conferences and core group meetings where appropriate.
* Undergo appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role, continually developing an understanding of the community the school serves, the risks and resilience.
* Refer cases of suspected abuse to the local authority children’s social care as required and will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals.
* Refer cases as required to the Channel programme where there is a radicalisation concern, and cases where a crime may have been committed to the Police.
* Maintain robust systems to monitor and record training of all staff, volunteers and their refreshers and deliver in-line with SSCB training strategy and KCSIE 2018 recommendations. This will include bulletins, briefings and inset day training as well as external events attended, regular updates to be shared and recorded with staff.
* Ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately.
* Monitor, develop and audit the paper/electronic case management systems set up to record cause for concerns on students and to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the General Data Protection Act.
* Ensure the systems in place to induct new staff/governors are robust and monitored. Induction policy is updated annually in-line with Keeping Children Safe in Education 2018 and each member of staff has access to and understands the school’s Safeguarding policy and procedures.
* Understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
* Encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
* Liaise with the Senior Leadership Team to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
* Link with the SSCB and hold contact names of all school representatives on Board and sub groups and can influence the work of the Board. Adopt local policies on safeguarding and training opportunities.

**5.2 Designated Lead Teacher for Looked After and previously Looked After Children**

Springfield School has a designated teacher who works with local authorities to promote the educational achievement of registered pupils who are looked after or have previously been looked after.

The designated teacher is appropriately trained with the relevant qualifications and experience and works with the Virtual school to provide the most appropriatesupport utilising the pupil premium plus to ensure they meet the needs identified in thechild’s personal education plan.

The designated teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children (LAC) learn and achieve.

The designated teacher will:

* Promote a culture of high expectations and aspirations for how LAC learn.
* Make sure the young person has a voice in setting learning targets.
* Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
* Make sure that LAC are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
* Has the lead responsibility for the development and implementation of the child’s personal education plan (PEP) within the school.

Guidance Document:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

**5.3 Governing Body**

The Governing body of Springfield School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our governing body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

The governing body will:

* Ensure that the content of “Keeping Children Safe in Education” (2018) has been shared with the DSL and are confident that the DSL has the knowledge, understanding, time and resources to carry out their roles appropriately.
* Ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across the school and is equipped to provide advice and guidance to all staff members within the school on child welfare and child protection.
* Ensures the DSL receives appropriate and regular supervision from senior leadership team or external service and that the school is compliant with their 175/157 return.
* Ensures any areas of concern in safeguarding are identified and action plan/risk assessment is developed and the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2018).
* Ensures Safer Recruitment Procedures that include the requirement for appropriate checks in line with national guidance are followed.
* Have overview of the training schedule and future training requirements ensuring this is updated every term. Ensure all staff, volunteers and Governors have received an induction which includes basic safeguarding training compliant with SSCB. [www.staffsscb.org.uk](http://www.staffsscb.org.uk). Ensure all staff, volunteers and Governors have read and understood the code of conduct annually and Keeping Children Safe in Education 2018, including hyperlinks and that school has developed a system in-line with [guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522656/Regulated_Activity_in_relation_to_Children.pdf.pdf) to ensure that regulated and non-regulated activities and staff supervision is understood across the school.
* Ensure there is a current Whistle Blowing policy and that staff have received a copy and have the opportunity to raise concerns. There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

**6. Working with Parents/Carers**

At SpringfieldSchool we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

* When new pupils join our school, parents/carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.
* We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm.
* We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

* Full names and contact details of all adults with whom the child normally lives
* Full names and contact details of all persons with parental responsibility (if different from above)
* Emergency contact details (if different from above)
* Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
* Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility or for a pupil where a parent has given permission and the school has been supplied with the adult’s full details in writing.

As a school we encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The Complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process. Our complaints policy is on our school website for parents/carers to access or can be requested via the school office.

<http://www.springfield.staffs.sch.uk/information/school-policies>

**7. Managing Concerns**

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of ‘professional curiosity and respectful uncertainty’ where safeguarding is concerned.

* 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.
* The DSL and Family Support Team will ensure all staff are aware of the Early Help process, understand their role within it including identifying emerging problems, to support early identification.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. The DSL and Family Support Team will be responsible for completing Staffordshire Early Help Assessments and promoting awareness and understanding of the Early Help process.

* [Families First Guidance Documents](https://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Families-First-Documents/Families-First-Documents.aspx)
* [Thresholds and Early Help Guidance](http://www.staffsscb.org.uk/Professionals/Thresholds-and-CAF/Thresholds-and-Early-Help.aspx)

Concerns about a child should always lead to help for a child. The DSL may need to escalate its concerns with Children’s Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment iscompleted.

**Child in Need (Section 17)**

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, she will speak with parents/child and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team, to request an assessment. If parents refuse to give consent, but the child’s needs are not being met, the DSL will still discuss the issues with the First Response Team.

***Child Protection* (Section 47)**

If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harmthey have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child’s welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

The DSL and/or other appropriate staff members may be asked to attend a child protection conference on behalf of the school in respect of individual children. The person attending will have as much relevant up to date information about thechild as possible, any member of staff may be required to contribute to this process.

We will work in an open and honest way with any parent whose child has been referred to First Response or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnershipwith our parent.

* The DSL should be used as the first point of contact for concerns and queries regarding any safeguarding concerns in our school about a child.
* All school staff are aware that safeguarding issues must be treated as priority and with the utmost urgency.
* Springfield School use My Concern recording system to record all safeguarding concerns which automatically alerts the DSL and DDSL.

**7.1 Escalation Procedure**

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 DSL, Head teacher and or the Chair of governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Families First directly with their concerns.

Guidance on the [escalation procedure](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Seven/Section-Seven-Docs/Section-7B-Escalation-Procedure.pdf) can be found at this link.

**8. Safer Recruitment and Selection**

The school pays full regard to ‘Keeping Children Safe in Education September 2018’. The school has Recruitment procedures in place including:

* Scrutinising applicants, verifying identity, academic or vocational qualifications
* Obtaining professional and character references
* Checking previous employment history
* Ensuring that a candidate has the health and physical capacity for the job
* Undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks.
* Evidence of these checks are recorded on our Single Central Record.

All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils.

We will ensure that the head teacher and at least one member of the governing body have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.

**8.1 Induction**

Every new member of staff or volunteer at Springfield will have an induction period that will include essential safeguarding information. This will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality.

All members of staff will undertake appropriate safeguarding training on a regular basis in accordance with SSCB.

All staff must be aware of systems within the school which support safeguarding and these will be explained to them as part of the induction. This should include:

* Part one of the KSCIE-18 document
* The Safeguarding and Child Protection policy
* The Behaviour policy
* The Staff Code of Conduct Policy
* The Safeguarding response to children who go missing from education
* The role of the DSL (including the identity of the DSL and any deputies).

**8.2 Staff Support**

 At Springfield we recognise the importance of professional reflection and the sensitive nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

 Regular supervision will be offered to the Lead DSL and Family Support Workers within school, usually half-termly.

 **8.3 Safe Working Environment**

Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff behaviour policy and follow the safer working practice guidance given by this organisation.

Springfield School has implemented a Staff Code of Conduct policy which applies to all permanent and temporary staff and adult volunteers working in this organisation

Our Code of Conduct policy includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Head teacher with the rationale and any safeguarding actions required will be recorded.

Staff are advised to use the following sensible precautions when working alone with children:

* Avoid working in isolation with children unless thought has been given to safeguards
* Work in a room where there is a glass panel in the door or leave the door open where safe to do so
* Make sure that other adults visit the room occasionally
* Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)

All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

**8.4 Use of reasonable force**

 There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. Departmental advice for schools is available [here](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school will plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Any use of physical force or restraint involving pupils/students will be carried out and documented in accordance with the relevant physical intervention policy.

**9. Managing Allegations against Staff and Volunteers**

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at The Meadows. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Governing Body ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Head Teachers.

* We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of *‘Keeping Children Safe in Education’*, DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).  The LADO can be contacted on 0800 1313126
* If an allegation is made or information is received about an adult who works at The Meadowswhich indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher immediately. If it is about the sole proprietor of the Independent school then this needs to be raised with the Designated Officer. Should an allegation be made against the Head teacher, this will be reported to the Chair of the Governing Body. In the event that neither the Head teacher nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head teacher or the Vice Chair of Governors.
* The Head teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.
* Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact the LADO directly on 0800 1313126. General guidance on [whistle blowing](https://www.gov.uk/whistleblowing) can be found at this link
* The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.
* Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the head teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include ‘spent’ convictions under the Rehabilitation of Offenders Act). The head teacher will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.
* Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the head teacher. The head teacher will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed.
* Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be supported by the senior leadership team, and their employment protected.
* Staff who fail to follow the school policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures

**10. Keeping Children Safe in Education (2018)**

**Specific Safeguarding Issues:**

Allstaff at Springfield have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the DSL, who is the expert within our School and is there to support staff, volunteers and Governance body further.

* Abuse
* Bullying, including cyberbullying
* Children and the courts
* Children with family members in prison
* Children missing education
* Child missing from home or care
* Child sexual exploitation (CSE)
* Domestic abuse
* 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)
* Homelessness
* Mental health
* Missing children and adults strategy
* Online safety
* Peer on peer abuse
* Private fostering
* Preventing radicalisation
* Sexual violence and sexual harassment
* Sexting
* Trafficking

**10.1 Peer on peer abuse**

All staff at Springfield are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting and initiating hazing type violence and rituals.

Staff must challengeany form of derogatory and sexualised language or behaviour. Staff should be vigilantto sexualised/aggressive touching/grabbing particularly towards girls. The DFE states ‘peer on peer’ abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismissabusive behaviour as normal between young people and should not develop high thresholdsbefore taking action. Concerns should be referred to senior staff who may need to consult with the DSL. Victims of peer on peer harm will be supported by the school’s Family Support Team and referred to specialist agencies if appropriate.

School has an anti-bullying and behaviour policy to guide children, staff and parents.

<http://www.springfield.staffs.sch.uk/images/image_gallery/large/1512728639.pdf>

**10.2 Bullying including Cyberbullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

* Physical (e.g. hitting, kicking, theft)
* Verbal (e.g. racist or homophobic remarks, threats, name-calling)
* Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
* Cyberbullying (including sexting)

At Springfield we have a no tolerance approach to bullying and will take all concerns seriously as detailed in the Behaviour Policy.

Guidance on bullying can be [found here](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

**10.3 Children Missing Education**

The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school’s permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered [‘missing’](https://www.gov.uk/government/publications/children-missing-education).

**10.4 Child Missing from Home or Care**

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance documents

* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) –Section 4G
* [Children who run away or go missing from home or care](https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)

**10.5 Child Sexual Exploitation** (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity either in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation:-Definition and Guidance, Feb 2017. Gov.uk)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

* Can still be abuse even if the sexual activity appears consensual
* Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
* Can take place in person or via technology, or a combination of both;
* Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
* May occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
* Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
* Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability

Some of the following signs may be indicators of child sexual exploitation:

* Unexplained gifts or new possessions
* Association with other young people involved in exploitation
* Older boyfriends or girlfriends
* Suffering from sexually transmitted infections or become pregnant
* Changes in emotional well-being
* Misuse of drugs and alcohol
* Going missing for periods of time or regularly come home late
* Regularly missing school or education or do not take part in education

This school believes that children need to have an awareness of and understanding of how perpetrators target and groom children and young people for exploitation. This school recognises that student’s maybe targets for sexual exploitation and staff will be vigilant for indicators.

All concerns related to CSE should be reported to the DSL. The DSL will raise awareness for staff, parents and carers through briefing sessions and newsletters.

Guidance documents

* [Definition and a guide for practitioners, local leaders and decision makers working to](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

 [protect children from child sexual exploitation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

* [Child Sexual Exploitation policy](https://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-Four-Docs/CSE-Strategy-ISSUE-1-October-2016.docx)
* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx%20%28section%204H%29)
* [Know about CSE](http://www.knowaboutcse.co.uk)

**10.6 Female Genital Mutilation** **(FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

With effect from 31 October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers (either by verbal or visual disclosure) that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they must discuss any such case with the DSL (or deputy) and involve children’s social care as appropriate.

Any indications of risk or suspected cases must be reported to the DSL. As a school we:

* Promote an open environment including a family support team where students are able to discuss any concerns
* Ensure the DSL is trained in (SSCB) and has a good understanding of FGM
* Are able to respond to, support and signpost to additional specialist support
* Ensure awareness of FGM is incorporated in the schools safeguarding training

Guidance Documents:

* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) - Section 4M
* [Multi Agency Statutory guidance on Female Genital Mutilation](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

Further guidance to be found on [Female Genital Mutilation Act 2003](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

**10.7** **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of anyage and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

* Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
* Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
* Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Staff need to understand that when referring to sexual violence we are referring to sexual offences under the sexual offences act 2003.

**10.8 Sexual harassment**

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

**Springfield Response to a report of Sexual Violence or Sexual Harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow Springfield safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or a deputy).

Guidance Document:

[Sexual Violence and Sexual Harassment between children in schools and colleges](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

**10.9 Sexting**

Sexting is when a young person takes an indecent images of them self and sends this to their friends or boy / girlfriends via mobile phones.
The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Guidance Documents:

* [Further Guidance for Practitioners](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx) – Section C
* [Disrespect Nobody](https://www.disrespectnobody.co.uk/sexting/what-is-sexting/)
* [CEOP](https://www.ceop.police.uk/)
* [U tube resource](file:///C%3A%5CUsers%5Ctfros2sc%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Word%5C-http%3A%5Cwww.staffsscb.org.uk%5CTraining%5CLearning-resources%5CSexting.aspx)

**10.10 Mobile phones, Images of children**

The Statutory Framework for the Early Years Foundation Stage (2012) requires settings to have a safeguarding policy and procedure which includes the use of mobile phones and cameras in the setting (Pg.13 3.4) to minimise the risk of inappropriate sharing of images (Pg.14 3.6).

All personal mobiles must be switched off and stored in a locked cupboard. They are only to be used in the designated areas (staffroom) at break times. It is recommended that they are also password protected. In case of emergency, staff are to be contacted via the school office. Visitors, including other professionals, contractors and parents/carers are made aware by signs and verbal reinforcement that they are not to use their mobile phone where children are present. Under no circumstances are images, videos or audio recordings to be made without prior explicit written consent by the DSL.

Students are dissuaded from bringing cameras and mobile phones into school for reasons around safeguarding, but also possible loss or theft. Any such items should be handed to the class teacher or office staff for safe storage until the end of the day. If Sixth Form students do keep a mobile phone on their person during the school day, they should not take photographs or videos during school hours. No such images should be uploaded onto social media websites

Staff and visitors to school are not to use personal cameras or mobile devices regarding photo images. School cameras are available for any staff or students wishing to photograph school events. Parental consent is sought for all images taken and used in and out of school. Under no circumstances should any hardware from a non-school origin be used with the school’s IT systems, e.g. plugging in a camera or memory stick from home.

<https://www.manorhall.academy/images/image_gallery/large/1536142820.pdf>

**10.11 On Line Safety**

The use of technology has become a significant component of many safeguarding issues.The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum increasing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

Springfield utilize the curriculum particularly PHSE to raise awareness of safeguarding issues so that children are able to recognize the indicators of, for example, grooming, sexual exploitation and abuse through social media and the internet.

In order to protect our students:

* Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
* Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable
* Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
* Pupils and staff should adhere to the school policy on mobile phones.

Any concerns in relation to On Line Safety should be reported to the DSL.

We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Guidance Documents:

* [Further Guidance for Practitioners](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Six/Section-6-Further-Guidance-for-Practitioners.aspx) – Section C
* [Childrens Commissioners Publications](http://www.childrenscommissioner.gov.uk/publications)

**10.12 Domestic Violence**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

* Psychological
* Physical
* Sexual
* Financial
* Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting

young people can also occur within their personal relationships, as well as in the context of their home life.

Guidance Documents:

* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) - Section 4N
* [Domestic Violence and Abuse](https://www.gov.uk/guidance/domestic-violence-and-abuse)

**10.13 Drugs**

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Guidance Documents:

* Working with Parent who misuse substances [guidance](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx)
* [Drugs Advise for Schools](https://www.gov.uk/government/publications/drugs-advice-for-schools)

**10.14 Fabricated or induced illness**

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child’s health should be discussed with a health professional who is involved with the child.

Guidance Documents:

* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) - Section 4R
* [Safeguarding children in whom illness is fabricated or induced](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

**10.15 Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be ‘one chance to save a life.

Guidance Documents:

* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) - Section 4L
* [Forced Marriage](https://www.gov.uk/guidance/forced-marriage)

**10.16 Mental Health**

At the Springfield we place great emphasis on the mental health and wellbeing of our students. We realise the impact this can have on pupils potential to achieve socially, emotionally and academically. We have a Family Support team who via the Early Help Assessment are able to offer low level support, direct work, support and guidance to children and parents/carers and are able signpost/source more specialist agencies if required.

All staff should raise any concerns related to a child’s Mental Health to the DSL.

This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise , may be related to an unmet mental health need.

Guidance Documents:

* [Parenting capacity and mental health](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) – Section 4O
* [Mental Health & Behaviour in schools](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

**10.17 Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons for example parental illness, work, studies, and domestic disputes.

If staff are aware of any private fostering arrangements they must inform the DSL immediately.

There is a mandatory duty on the school to inform Staffordshire Children’s Social Care of a private fostering arrangement by contacting First Response. (08001313126), who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

* [Promoting the Welfare & Safety of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) - Section 4E
* [Children Act 1989 – Private Fostering](https://www.gov.uk/government/publications/children-act-1989-private-fostering)

**10.18 Preventing Radicalisation**

Springfield values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values. Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Springfield seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Springfield is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school’s safeguarding duty. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

<https://educateagainsthate.com/teachers/?filter=extremism-and-radicalisation>

**10.19 Response**

With effect from 1 July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Sarah Rubanski.

Staff within our school will be alert to changes in a child’s behaviour or attitude which could indicate that they are in need of help or protection.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL.

**10.20 Channel**

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

* The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages.
* Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Guidance Documents:

* Duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty).

**10.21 Trafficking**

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

* Movement (including within the UK);
* Control, through harm / threat of harm or fraud;
* For the purpose of exploitation.

Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

Guidance Documents:

* [Promoting the Welfare & Safety of Children](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) – Section 4K
* [Safeguarding children who may have been trafficked](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

**10.22 Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered.

**10.23 Risk Reduction**

The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school’s profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school.

This risk assessment will be reviewed as part of the annual Section175 return that is monitored by the Staffordshire Safeguarding Children Board.

Springfield School provides a secure site which is controlled by precise management directives, to ensure the safety of pupils and staff whilst on site. All staff are vigilant in regards to security and are aware of their responsibilities in keeping children safe and challenging any visitor on site who is not identifiable by visitor pass.

**11. Educational Visitors to School**

The school will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity.

We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

**12. Vulnerable Children**

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are absent from school or who go missing from education. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of 10 school days or more.

We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today’s society*.* Ourstaff 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, FGM and forced marriage.

As a school we are aware of the potential for children with SEN-D to have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Heightened vulnerability linked to:

* Communications skills
* Maturity (Lower cognitive ability)
* Perceptions of intent from others
* Lower self-esteem/confidence
* Potential to trust unreservedly
* A need to have “friends” or find a partner
* Differing boundaries
* Online safety – digital technology understanding
* A combination of these factors can make them more susceptible to risks.

Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

* **Vigilance**: to have adults notice when things are troubling them
* **Understanding and action**: to be heard and understood; and to have that understanding acted upon.
* **Stability**: to be able to develop an on-going stable relationship of trust with those helping them.
* **Respect**: to be treated with the expectation that they are competent, rather than not.
* **Information and engagement**: to be informed about and involved in procedures, decisions, concerns and plans.
* **Explanation**: to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
* **Support:** to be provided with support in their own right as well as a member of their family.
* **Advocacy**: to be provided with advocacy, to assist them in putting forward their views.

Guidance Document:

* [Promoting the Welfare of Children in Specific Circumstances](http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx) – Section 4S

**13. Confidentiality/Information Sharing**

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018). The schools works closely with Staffordshire Children’s Social Care and, where appropriate from a placing local authority.

As a school we recognise the importance of information sharing between professionals and local agencies. We follow [best practice guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

**14. Key Legislation**

This policy has been devised in accordance with the following legislation and guidance:

* [Working Together to Safeguard Children 2018](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) (DfE)
* [Staffordshire Safeguarding Children Board Procedures](http://www.staffsscb.org.uk/professionals/procedures/) (online)
* [Staffordshire Safeguarding Children Board Training Catalogue](http://www.staffsscb.org.uk/professionals/Inter-Agencytraining/events) (online)
* [Keeping Children Safe in Education April 2018](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)  (DFE)
* [Information Sharing Advice for practitioners providing safeguarding services](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice) HM Gov 2015
* Restrictive Physical Interventions (including restraint) in mainstream schools
* The Children Act 1989 and 2004
* Education Act 2002
* [What to do if you’re worried a child is being abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused) – March 2015 - advice for practitioners (HM Gov)
* The Meadows Whistle Blowing policy
* Online-safety Tool Kit
* [Children Missing from Education Policy](http://www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policypdf.pdf)
* [Early Years Statutory Framework](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
* [Statutory policies for schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf)
* [NSPCC/TES safeguarding in education tool](https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f)
* [Visa – Immigration/Asylum](https://www.gov.uk/browse/visas-immigration/asylum)
* [Children’s commissioner](http://www.childrenscommissioner.gov.uk/publications)

**15. Schools Policies**

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

* Staff Code of Conduct
* Preventing Extremism & Radicalisation Policy
* Anti-Bullying (including cyber bullying indicators)
* Behaviour
* Use of reasonable force (physical intervention)
* Recruitment & Selection
* Whistle-blowing
* Attendance
* Online safety – IT code of conduct
* Health and Safety including site security
* Educational visits including overnight stays
* Storage of Mobile Phone, Images of children (Early Years Framework 2017)
* Supporting Documents: Definitions and indicators of abuse and Dealing with a disclosure

**Further advice on Safeguarding matters can also be obtained from:**

**Local Contacts**

* Staffordshire County Council’s Education Safeguarding Advice Service

01785 895836 email: esas@staffordshire.gov.uk

* LADO Staffordshire 0800 13 13 126
* Staffordshire Children’s Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126.  Email [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)
* Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email  eds.team.manager@staffordshire.gov.uk
* Staffordshire Police M.A.S.H. can be contacted on 101.  In the event of an emergency please dial 999
* Stoke-on-Trent Children’s Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234(outside office hours, weekends and bank holidays) Minicom: 01782 236037
* Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
* Staffordshire Police Force coordinator : Mark Hardern

Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk

* Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

**NSPCC**

Harmful Sexual Behaviour project: **0844 892 0273**

**Local Advice**

* Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants  0300 111 8030
* Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
* Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk  Out of Hours: Emergency Duty Service 01785 354030
* Staffordshire Safeguarding Children Board01785 277151 sscb.admin@staffordshire.gov.uk
* Entrust HR Services (subscription basis) 01785 278961
* Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
* Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

**National Contacts**

* Police (Non-emergency 101)
* CEOP ( Child Exploitation and Online Protection) <http://ceop.police.uk/>
* Professionals Online Safety Helpline – 0844 381 4772 [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
* Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
* Safer Internet Centre – helpline@saferinternet.org.uk
* Childline – 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
* Ofsted – General enquiries : 0300 123 1231

 About Schools: 0300 123 4234

 Concerns: 0300 123 4666

 email: enquiries@ofsted.gov.uk

* HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) [www.educateagainsthate.com](http://www.educateagainsthate.com)
* **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

**Useful websites**

* Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
* Stoke-on-Trent Safeguarding Children Board <http://www.safeguardingchildren.stoke-on-trent.gov.uk>
* Child Exploitation and Online Protection Centre (CEOP) – [www.ceop.police.uk](http://www.ceop.police.uk) & [www.knowaboutcse.co.uk](http://www.knowaboutcse.co.uk)
* NSPCC – 24 hour Child Protection Helpline 0808 800 5000

<https://www.nspcc.org.uk/>

* WOMENS AID - 24 Hour Helpline: **0870 2700 123**

<http://www.staffordshirewomensaid.org/contact_us/>

* UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.

[www.unicef.org.uk](http://www.unicef.org.uk)