

OISE Cambridge Safeguarding Policy

2016

Introduction

This policy applies to all adults, including volunteers, working in schools or on behalf of OISE Cambridge.

The school will act in accordance with the following legislation and guidance:

- The Children Act 2004
- Education Act 2002 section 175
- Local Authority Safeguarding Children Board(Cambs LSCB) child protection procedures
- DfES guidance 'Safeguarding Children and Safer Recruitment in Education 2006'
- HM Government 'Working Together to Safeguard Children 2010'

Everybody working on behalf of OISE Cambridge will contribute to keeping children safe by:

- Providing a safe environment for children and young people to learn and develop.
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.

Aims of the Policy

At OISE Cambridge we aim to:

- provide a caring environment where each student's welfare is of paramount importance.
- raise awareness in both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible causes of abuse.
- provide a systematic means of monitoring children known or thought to be at risk of harm.
- develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.
- develop and promote effective working relationships with other agencies, especially the police and social care services.
- ensure that all adults within the school who have access to children have been checked as to their suitability.
- remedy any deficiencies or weaknesses in child protection without delay.

Procedures

OISE Cambridge's procedures for safeguarding children will be in line with the Local Authority (LA) and the Local Safeguarding Children Board (Cambs LSCB) procedures.

The school will ensure that:

- The Designated Person (DP), Susan Roberts is given regular training and updates to the appropriate level.
- staff are trained to develop their understanding of the signs and indicators of abuse.
- staff know how to respond to a pupil who discloses abuse.

- parents are made aware of the responsibilities of staff members with regard to child protection procedures.
- procedures are regularly reviewed and updated.
- the school Principal will undertake an annual review of safeguarding procedures and form a view as to their effectiveness.
- all new members of staff will be made aware of the role of the DP.

Responsibilities

Responsibilities of Senior Management

It is the role of the Senior Management to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility.
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people.
- Having procedures for dealing with allegations of abuse against members of staff and volunteers.
- Making sure that staff get appropriate training.
- Having clearly understood and working procedures on how to safeguard and promote the welfare of young people.
- Working with the child's parents to support their child's needs.
- Helping parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interest of the child.
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay.
- Ensuring that children receive appropriate and timely preventative interventions when required.
- Notifying the Independent Safeguarding Authority (ISA) of the name of any member of staff considered 'unsuitable to work' with children in accordance with statutory regulations.

These responsibilities also apply to all after school clubs and evening activities.

The Designated Senior Person (DP) is responsible for ensuring that:

- The school operates within the legislative framework and recommended guidance from the LSCB and LA.
- The school effectively monitors children about whom there are concerns.
- Written records of concerns about a child are kept even if there is no need to make an immediate referral.
- All such records are stored confidentially and securely and are separate from pupil records.
- The Principal is kept fully informed of any concerns.
- The DP reports to and attends child protection conferences.
- Appropriate training and support is provided for all staff.
- Effective working relationships are developed with other agencies and services.
- Will liaise with social care teams over suspected cases of child abuse.

- Guidance is provided to parents, children and staff about obtaining suitable support.
- The school is committed to developing productive, supportive relationships with parents, where it is in the pupil's interest to do so.

Reporting

As required by the 'Safeguarding Children and Safer Recruitment in Education' (DfES2006) the reporting of safeguarding practice at OISE enables the Proprietor to ensure compliance with current legislation and to identify areas for improvement.

The DP will report to the proprietor once a term and a report will then be given to the main board of directors. It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

Training

Summary of Child Protection training:

- The DP must undertake training every two years
- Teaching and other staff should have training updated every three years

Abuse and Neglect

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or by another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or inciting a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may include non-contact activities, such as children looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development..

Neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision.
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Concerns

All staff and volunteers should be concerned about a child if he or she:

- Has an injury which is not typical of the bumps and scrapes normally associated with an accidental injury.
- Regularly has unexplained injuries.
- Frequently has some injuries (even when apparently reasonable explanations are given).
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age / stage of development.
- Discloses an experience in which he or she may have been significantly harmed.
- In addition, any other cause for believing that a child may be suffering harm should be reported.

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.

- Reassure the child, but do not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record
- Pass the information to the DP without delay
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the DP

The DP will contact welfare services within 24 hours should that be deemed necessary.

General points on how to respond to a child wanting to talk abuse:

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decided not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say:

- I understand what you are saying.
- Thank you for telling me.
- It's not your fault.
- I will help you.

Things not to say:

- Why didn't you tell anyone before?
- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises.
- Never make statements such as 'I am shocked, don't tell anyone else'.

At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance.
- Let the child know what you are going to do next and that you will let them know what happens.
- Contact the appropriate senior member of staff.
- Consider your own feelings and seek pastoral support if needed.

Record Keeping

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation. (Most often this cannot be done on an official form because the disclosure may be spontaneous.)
- Not destroy the original notes in case they are needed by a court.
- Record the date, time and place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.
- Give all records to the DP promptly. No copies should be retained by the member of staff or volunteer.

Confidentiality

All matters relating to Safeguarding are confidential:

- The Principal or DP will disclose any information about a pupil to other members of staff on a need to know basis only.
- The Principal and safeguarding team have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Whistle blowing

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. As a school we will ensure that all staff are made aware of their duty to raise concerns about the attitude and actions of colleagues. If necessary they should speak to their line manager, the DP or the Principal.

Appointment of Staff

School procedures for appointing staff are in line with the 'Child Protection: Essential Guidance for Education staff'; 'Safeguarding Children': 'Safer Recruitment and Selection in Education Settings' (DfES 2005) and 'Safeguarding Children and Safer Recruitment in Education – 2010'. These will be reviewed regularly in the light of new legislation and guidance.

Procedures will include;

- References are taken up in advance, and interviews include questions regarding child protection issues.
- All applicants who are offered employment in posts involving access to children (whether teacher or support staff) will be subject to a DBS check before the appointment is confirmed. Other adults who may come into direct contact with pupils as part of their business with the school or on an infrequent basis (parents helping on trips, coach drivers etc) will be subject to an appropriate check which may include a DBS disclosure.

- Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the ISA. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

Allegations involving school staff

- All school staff should take care not to place themselves in a vulnerable position with a child.
- All staff should be aware of the school's behaviour management policy and Staff Protection Policy.
- If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Principal. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.
- Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The proprietor will be consulted before a final decision is made.
- If the Principal decides that the allegation warrants further action through Safeguarding procedures she will make a referral direct to the local social care team. If the allegation constitutes a serious criminal offence, it will be necessary to contact social care before informing the member of staff.
- If it is decided that a referral is not necessary the Principal will investigate following the school's disciplinary procedures.
- If the allegation made to a member of staff concerns the Principal, the person receiving the complaint will inform the proprietor who will follow the procedures above without first notifying the Principal.

Inappropriate relationships

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the DP and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

Lone Working

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child.
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door.

- If this is a regular occurrence (such as regular music or learning support lessons) the parents should be aware of the situation.
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the DP immediately.
- Children should only be given lifts in cars with the express permission of a member of the management team.

Curriculum Links

The school will provide:

- A pastoral care system, tutor system and other pastoral activities.
- A strong ethos where children feel secure and are encouraged to talk.
- An environment where all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future.

Related Policies and Documents

- Anti-bullying policy
- Behaviour Management Policy
- Every Child Matters policy
- Health & Safety policy
- Recruitment policy
- Staff Induction and Development policy
- Staff Protection Policy
- Supervision Policy

External Agencies and Contacts

Important contact numbers and information are as follows;

Cambridgeshire Direct Contact Centre(LADO): 0345 045 5203

:referralcentre.childrens@cambridgeshire.GCSX.gov.uk

Emergency Duty Team (out of hours): 01733 234724

Education Child Protection Service Advice helpline: 01223 703800

First Response and Emergency Duty Team(FREDT) : 0345 0451362

Multi Agency Safeguarding Hub(MASH)Police Child Abuse Unit 01480 847743

Ofsted: 0300 123 3155 / whistleblowing@ofsted.gov.uk

Channel Police Practitioner: DC Penegar tel: 101 option 2 ext 2595 or mobile 07720997489 Sgt Harris tel: 101 option 2 ext 2286

prevent@cams.pnn.police.uk

Police: 999 / 101

This policy was reviewed in March 2016 and will be due for further review in March 2017.

I acknowledge that I have read and understood the school safeguarding policy.

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