

Fairstead House School



Safeguarding and Child Protection Policy

Fairstead House School

Whole School Safeguarding Policy, incorporating the Early Years Foundation Stage

Purpose and Aims

The purpose of Fairstead House School's safeguarding policy is to provide a secure framework for the school in safeguarding and promoting those pupils who attend our school. The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm in a smoke free environment.
- ◆ All children, including the EYFS are provided with safe and secure environments in which to interact and explore rich and diverse learning opportunities. Formal risk assessments are conducted and constant re-appraisal of both environments and activities to which children are exposed, is carried out and necessary adjustments are made to secure their safety at all times
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities in relation to the safeguarding and promoting the welfare of all of our pupils.
- ◆ All premises (both indoor and outdoor) are safe and secure
- ◆ Children are only released into the care of parents or individuals named by parents
- ◆ Children do not leave the premises unsupervised
- ◆ Steps to prevent intruders entering the premises are in place
- ◆ Children are kept safe while on outings
- ◆ For each individual outing, full risk assessments are carried out including adult-child ratios and any medication or dietary requirements.

Ethos

Safeguarding at Fairstead House is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their Five Outcomes of;

- Staying Safe
- Being Healthy
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

Fairstead House School recognizes the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Responsibilities and expectations

Fairstead House School has a Governing body whose legal responsibility it is to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body should also ensure that the policy is made available to parents and careers if requested. It is also the responsibility of the

Governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Headmaster and volunteers). The Governing body will ensure that there is a Named Governor and a Senior Designated Person (SDP) who has lead responsibility for dealing with all safeguarding issues in our school and that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution);

- The **Senior Designated Person (SDP)** is: **Gareth Williams, Headmaster**
If he is not available then
- The **SDP Alternate** is: **Kelly Allen**, who also has safeguarding lead responsibility within the Early Years Foundation setting. (This person can also be contacted with any safeguarding concerns).
- The **Named Safeguarding Governor** is: **Mrs Elaine Lunn**

It is the responsibility of the **SDP** to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency without delay.

The **SDP** is also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. The **SDP** has a role in ensuring that the whole school safeguarding training takes place at **least every three years**.

The **SDP** is required to attend, or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

The **SDP** is also required to complete a Self-Review Assessment Report annually which demonstrates that the Safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the Named Governor for Safeguarding to ensure these improvements are implemented.

All Child Protection concerns need to be acted on immediately. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the Senior Designated Person immediately or the SDP Alternate if the SDP is not available.

All Adults, including the SDP, have a duty to refer all known or suspected cases of abuse to Children's social care or the police.

Any records made should be kept securely on the Child's main school/child Protection file.

Recognising concerns, signs and indicators of abuse.

Safeguarding is not just about protecting children from deliberate harm. At Fairstead House it includes such things as **pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc.**

The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem

unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. **However, it is important to know the indicators of abuse and to be alert to the need to consult further.**

The following indicators listed under the categories of abuse are not an exhaustive list.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- ◆ Excessively clingy or attention seeking.
- ◆ Very low self-esteem or excessive self-criticism.
- ◆ Withdrawn behavior or fearfulness.
- ◆ Lack of appropriate boundaries with strangers; too eager to please.
- ◆ Eating disorders or self-harm

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behavior including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions.
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your Senior Designated Person as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

If **you are** concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Headmaster. Where those concerns relates to the Headmaster however,

this should be reported to the **Chairman of Governors** using the schools' Whistle blowing policy.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an **allegation is made against an adult in a position of trust** whether they be members of staff or volunteers this should be brought to the immediate attention of the **SDP /Headmaster**.

The Headmaster/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by the Area Safeguarding Manager
01284 758816

In Cambridgeshire this is carried out by the Named Senior Officer Education. 01223 703562

This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependant on the allegation being made, the Headmaster will need to:

- ◆ Refer to the LADO within 24 hours and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Act on any decision made in any strategy meeting or evaluation meeting.
- ◆ Advise the Independent Safeguarding Authority where a member of staff has been disciplined or dismissed as a result of the allegations being founded within one month.

<http://www.dcsf.gov.uk/consultations/downloadableDocs/Handling%20Allegations%20Practice%20Guidance%20Consultation%20Version%2013%2005%2009%20FINAL.doc>

In the case of the allegation being made against the **Headmaster** this will be brought to the immediate attention of the **Chairman of Governors**

In the event of serious harm the police will be informed from the start

The child that has made the allegations must be made to feel that their allegations have been taken seriously and that they should be reassured that they have done the right thing. You do not have to make any decision as to whether or not the child is telling the truth. Explain that the information will be passed on and dealt with straight away.

Training

All members of staff and volunteers will have access to whole school safeguarding **training at least every three years**. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. Staff are also provided with a regular reminder on Safeguarding and Child protection procedures in a Summary format to be kept close at hand which includes reference to **The Guidance for Safe Working Practice** which is available in the staffroom and is full of essential advice about protecting yourself through good practice.

Our Senior Designated Person and Alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at **least every two years** which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the SDP/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body :

- has access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.
- requires that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will post copies of our policy throughout the school.

Useful Contacts:

Suffolk Safeguarding Children Board www.suffolkscb.org.uk
Customer First: 0845 023023

Police: 999

BECTA www.becta.org.uk
Child Exploitation and Online Protection Agency www.ceop.org.uk
www.thinkuknow.co.uk

Cambridgeshire Direct – 0345 045 0180
or out of hours – 01733 234724

Current Safeguarding Issues

(The following Safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Safeguarding Children Board website at: www.suffolkscb.org.uk.)

Children Missing Education

“Basic to safeguarding children is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Fairstead House we will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will report to Children Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/CME%20SUFFOLK%20LOCAL%20AUTHORITY%20PROCEEDURES%20V3%20Final.pdf>

http://www.dcsf.gov.uk/everychildmatters/_download/?id=720

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*)

Fairstead House will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

http://www.dcsf.gov.uk/everychildmatters/_download/?id=6195

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. At Fairstead House School we will ensure that adults looking after children or having unsupervised access to them, are suitable to do so; and

- we have a member on every recruitment panel who has received the appropriate recruitment and selection training;
- that all of our staff are appropriately qualified and have the relevant employment history including CRB and List 99 checks and compliance with Independent Schools Standards Regulations, to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. The bursar keeps copies of all above records.
- The Headmaster, Bursar and Deputy Head have all undergone Safer Recruitment Training
- Any member of staff who will have unsupervised contact with children will have undergone an enhanced CRB check and are suitable to do so
- "Providers must also have regard to any requirements made under the Safeguarding and Vulnerable Groups Acts 2006 once these come into force with the intended introduction of a new vetting and barring scheme for those working with children and vulnerable adults from 2008."
- When working with children, staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children.

In the EYFS, staffing arrangements must be organized to ensure the safety and to meet the needs of the children

- In the EYFS all supervisors and managers must hold a full and relevant Level 3 (as defined by CWDC) and half of all other staff hold a full and relevant Level 2 (as defined by the CWDC)
- In our registered setting, there is a named deputy able to take charge in the absence of a manager
- Providers meet the requirements for adult : child ratios
- During times when the teacher is unavailable (ie planning and preparation times or any time when out of the classroom,) the ratios are adjusted accordingly

http://www.dcsf.gov.uk/everychildmatters/_download/?id=801

Domestic Abuse

The Government defines domestic abuse as; “Any *incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality*”

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Dealing%20with%20Domestic%20Incidents%20and%20Violence%20.pdf>

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ◆ A parent.
- ◆ A person who is not a parent but has parental responsibility.
- ◆ A close relative.
- ◆ A Local Authority.

for more than 28 days and where the care is intended to continue. It is a statutory duty for us at Fairstead House to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Private%20fostering%20Protocol%20.pdf>

E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people Fairstead House will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

<http://extranet.onesuffolk.co.uk/scb/Shared%20Documents/Policy-%20Procedure/Children%20Abuse%20through%20Sexual%20Exploitation%20.pdf>

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Fairstead House .is a safe place to learn and work.

For Advice and Consultancy in relation to Safeguarding, please contact:

Lorna Jackson
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Lorna.Jackson@suffol.gov.uk

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“Safeguarding in Education is everybody’s business”.

