



## **WHOLE SCHOOL SAFEGUARDING POLICY**

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The Learn to Live Federation Schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

**Everyone will be the best they can be.**

**No one is excluded.**

**Everyone has a voice**

### **Purpose and Aims**

The purpose of this safeguarding policy is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those children/young people who attend our school. The policy aims to ensure that:

- All our children/young people are safe and protected from harm.
- Other elements of provision and policies are in place to enable children/young people to feel safe and adopt safe practices;
- Staff, children/young people, governors, visitors, volunteers and families are aware of the expected behaviours' and the settings legal responsibilities in relation to safeguarding and promoting the welfare of all of our children/young people.
- To provide a systematic means of monitoring children/young people known or thought to be at risk of harm. Ensure the schools contribute to assessments of need and support packages for those children/young people.

### **Ethos**

*'Every child deserves the best possible start in life and the support that enable them to fulfil their potential. A secure, safe and happy childhood is important in its own right.'* Statutory Framework for the Early Years Foundation Stage (EYFS).

Safeguarding in the Learn to Live Federation schools is considered everyone's responsibility and as such our schools aim to create the safest environment within which every child/young person has the opportunity to achieve their full potential. We recognize the contribution it can make in ensuring that all children/young people who use our schools feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies in accordance with **'Working Together to Safeguard Children' – March 2015** and seeking to establish effective working relationships with families, carers and other colleagues to develop and provide activities and opportunities that

will help to equip our young people with the skill they need. This will include materials and learning experiences that will encourage our young people to develop essential life skills and protective behaviours.

## Responsibilities and expectations

The Learn to Live Federation schools governing body, whose legal responsibility it is to make sure that the setting has an effective safeguarding policy and procedures in place and monitors that the setting complies with them.

The governing body should also ensure the following:-

- that the safeguarding policy is made available to families if requested
- that all staff and volunteers are properly checked to make sure they are safe to work with the children who attend our schools
- that the setting has procedures for handling allegations of abuse made against members of staff or volunteers
- the safe and appropriate use of cameras, mobile phones, technology and on line equipment within the setting
- the Counter Terrorism and Security Act 2015 which places a duty on early years and childcare providers 'to have due regard to the need to prevent people from being drawn into terrorism' (The Prevent Duty) is implemented, taking into account the Local Safeguarding Children's Board 'Prevent' policies, protocols and procedures and ensuring the Fundamental British Values are implemented as stated in the EYFS.
- A Safeguarding Designated Officer (SDO) is appointed who has lead responsibility for dealing with all safeguarding issues in our setting. The **Safeguarding Designated Officers are Maggie Blaber** (Ellen Tinkham) and **Stella Taylor** (Bidwell Brook). If they are not available then contact the **Deputy Safeguarding Designated officers Jacqui Warne, Gill Allen** (Ellen Tinkham), **Judy Findlay** (Bidwell Brook).
- The named **Governor for Safeguarding is Kate Mythen.** 1` q``

The responsibilities for the Safeguarding Designated Officer (SDO) are:-

- to ensure that all safeguarding issues raised in the schools are effectively responded to, recorded and referred to the appropriate agency.
- be responsible for arranging the whole settings safeguarding training for all staff and volunteers who work with the children and young people. The SDO must ensure that the whole settings safeguarding training takes place at least every three years; which they can deliver in-house provided they are linked in to the support and quality assurance process offered by the Local Authority and the Local Safeguarding Children's Board.
- to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all child protection case conferences ,reviews, core groups or meeting where it concerns a child in our care to contribute to multi-agency discussions to safeguard and promote the child's welfare.
- for ensuring the acceptable, safe use and storage of all camera technology, images, and mobile phones through the implementation, monitoring and reviewing of the appropriate policies and procedures. This includes the on-line Safety Policy which includes Camera & Image Policy, Mobile Phone Policy, and Acceptable Use Policy.

- interrupting and implementing the Fundamental British Values.

All Child Protection concerns need to be acted on **immediately**. If you are concerned that a child may be at risk or is actually suffering abuse, you must tell the Safeguarding Designated Officer.

**All Adults, including the SDO, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), Children and Young Peoples Service (CYPS) – Social Care, or the Police.**

Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the School's Designated Person in the first instance. Any records made should be kept securely on the Child's Protection files.

## Monitoring & Evaluation

The Learn to Live Federation Schools Safeguarding Policy and procedures will be monitored and evaluated by;

Governing body visits to the schools

Hub meetings and discussions with children/young people and staff

Scrutiny of attendance data

Pupil surveys and questionnaires

Scrutiny of range of risk assessments

Scrutiny of Governing body minutes

Logs of bullying/racist/behaviour incidents for Senior leader team and Governing body to monitor

Review of parental concerns and parent questionnaires

## Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting young people from deliberate harm. For our schools it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety etc. However it must be acknowledged that technology itself will not present the greatest risk, but the behaviours of individuals using such equipment will. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the young person subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the young person. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise 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**.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical Abuse:** a form of abuse which may 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.

## 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 behaviour 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 behaviour including words, play or drawing.

Child Sexual Exploitation is a form of abuse of which involves children (male and female, of different ethnic origins and of different ages) receiving something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in exchange for sexual activity. It can occur through the use of technology without the child's immediate recognition.

## Neglect:

Neglect is the persistent failure to meet a child's basic physical and/ or psychological needs, 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 young person makes an disclosure or allegation of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Do not investigate or ask leading questions.
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform your Safeguarding Designated Officer as soon as possible.
- Make a written record of the allegation, disclosure or incident which you must sign, date and record your position using the setting safeguarding record log forms.

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 Safeguarding Designated Officer. Where those concerns relate to the Safeguarding Designated Officer however, this should be reported to the Chair 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 will usually be that some kind of abuse has taken place. This could include inappropriate behaviour displayed by members of staff or other persons working with the children such as inappropriate sexual comments, excessive one to one attention beyond the requirements of their role and responsibilities, inappropriate sharing or images. They can be made by children and young people or other concerned adults. Allegations are made for a variety of reasons:

- Abuse has actually taken place.
- Something has happened to the child that reminds them of a past event – the child is unable to recognize that the situation and people are different; Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

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 Safeguarding Designated Officer. In the case of the allegation being made against the Safeguarding Designated Officer this will be brought to the immediate attention of the Chair of Governors. The Safeguarding Designated Officer /Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations made against the adult, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made. The Chair of Governors will need to:

- Refer to the Local Authority Designated Officer (LADO) immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the 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.
- Advise Ofsted of allegation within 14 days of the allegation
- 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.
- Advise the Disclosure and Barring Service where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

A copy of '**What to do if you're worried a child is being abused, Advice for Practitioners**' booklet is kept with this policy. This sets out the guidelines on dealing with incidents, disclosures and the procedures that must be followed.

## Training

All members of staff and volunteers will have access to whole school safeguarding training at least every three years in line with Devon Safeguarding Children's Board (DSCB). 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.

Our Safeguarding Designated Officer will undertake further safeguarding training, Group 3 DSCB Multi-agency Safeguarding course or Group 3 Refresher Courses, in addition to the whole setting training. This will be undertaken at least every three years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the Safeguarding Designated Officer to be able to better undertake their role and support the setting in ensuring our safeguarding arrangements are robust and achieving better outcomes for the children in our setting. This includes taking part in multi-agency training in addition to safeguarding training.

Our Chair of Governors will have access to safeguarding training and our named Governor for Safeguarding will also undertake additional awareness training at least every three years. They will also be advised to undertake additional training to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on an annual basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include our Safeguarding Policy in our Learn to Live Federation schools prospectus and website and will post copies of our policy throughout the setting. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

# Mobile Phones and Cameras

The Learn to Live Federation schools have policies and procedures in place with regard to the use of mobile phones and cameras in the school and on visits etc. (see e safety policy)

## Related Setting Policies

'safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as child health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, setting security, drugs and substance misuse, etc.

There may also be other safeguarding issues that are specific to the local area or population' *Safeguarding Children and Safer Recruitment in Education DfES 2007*

This policy will cross reference to related setting policies and other protocol:

Behaviour (Including guidance on positive-handling)

Anti-bullying

Confidentiality

Drugs and substances

Attendance

### **E-Safety Policy**

- *Camera & Image Policy*
- *Mobile Phone Policy*
- *Acceptable Use Policy*

Health and Safety

Intimate care

Racial Discrimination

Equality and Diversity

Educational Visits

Code of Conduct

Whistle Blowing

Managing Allegations

Physical Restraint

Prevent duty – Departmental advice for schools & childcare providers, June 2015

Safe Recruitment

Information Sharing

## Legislation relating to this policy:

Children Act 1989, 2004

Education Act 1996, 2002 (Section 175)

School Standards and Framework act 1998

Keeping Children Safe in Education 2015

Every Child Matters 2003

Statutory Framework for the Early Years Foundation Stage 2014

Working Together to Safeguard Children 2015

The Counter Terrorism and Security Act 2015

## Manuals kept in setting:

What to do if you're worried a child is being abused 2015  
Working Together to Safeguard Children 2015  
Keeping Children Safe in Education 2015

Approved



John Thorndyke Chair of Governors

Adopted on : 5/11/2015

Review Date: Nov 2016

The

Learn to Live Federation Schools Safeguarding Policy

***For further information regarding any child protection procedure, please consult [www.swcpp.org.uk](http://www.swcpp.org.uk)***

## Useful Contacts:

Devon Safeguarding Children Board [www.dscb.info/](http://www.dscb.info/)

South West Child Protection Procedures [www.swcpp.org.uk](http://www.swcpp.org.uk)

Devon Early Years and Childcare Service [www.devon.gov.uk/eys](http://www.devon.gov.uk/eys)

Child Exploitation and Online Protection Agency [www.ceop.org.uk](http://www.ceop.org.uk)

NSPCC Safe (Safe Activities for Everyone) Network [www.safenetwork.org.uk](http://www.safenetwork.org.uk)

### **CYPS area contact numbers:**

(9am - 5pm Monday to Thursday, 9am – 4pm Friday)

**Multi-agency Safeguarding Hub (MASH) 0345 155 1071**

email: [mashsecure@devon.gcsx.gov.uk](mailto:mashsecure@devon.gcsx.gov.uk)

**MASH Consultation Line 0345 155 1071 (ask for Consultation Line)**

**Early Help co-ordination centre 0345 155 1071 (ask for Early Help)**

**Out of hours for CYPS (Social Care):**

5pm -9am and at weekends and public holidays, please contact:  
Emergency Duty Service 0845 6000 388 (low-rate call)

**Police Central Referral Unit:** 0845 605 116

**EYCS Consultation Service:**

If you have concerns about a child but are unsure whether to make a Social Care referral. The numbers are:

Nikki Phillips – Locality Manager for Exeter, East and Mid Devon 01392 385394

Melissa Filby – Locality Manager for Northern Devon 01271 388901

Susan Bolt - Locality Manager for South West Devon 01626 324982

**DSCB**

Head of Safeguarding: 01392 386091

DSCB Office: Christina Ashforth 01392 386067

**Child Protection Chairs and Local Authority Designated** Officers for managing allegations against staff:

Allegations against staff Referral Co-ordinator 01392 384964

**Devon's Domestic Abuse Helpline** 0345 155 1074

## Multi-agency Safeguarding Hub – MASH

- Manages contacts and referrals received from any source (usually CYPS and Police 121A reports)
- Develops a document recording the concern information and all other available information in the Hubs within agreed timescales and an Early years and Families manager makes an informed decision using all of the available information.
- Develops concern information into an Early Years and Families referral if services are required under section 17 or section 47 of The Children Act 1989.
- Liaises with the Early Response Service for children and young people who need services but do not meet The Children Act 1989 threshold
- Provides consultation to agency referrers about thresholds, appropriate action to be undertaken and services.

The Hub contributes to improved outcomes for safeguarding children/young people because it has the ability to swiftly collate and share information held by the various agencies and to provide a multi-agency risk assessment of each case for 'actual or likely harm'. A copy of the MASH (Multi Agency Safeguarding Hub) Factsheet for Families available for you to look at

OR please go to <http://www.devon.gov.uk/mashparentsfactsheet>. pdf for a copy of the MASH Factsheet for Parents'

## **Current Safeguarding Issues**

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. The Learn to Live Federation schools do not condone practices that are illegal and which are harmful to young people. Examples of particular practices are:

### **Child Exploitation and Online 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 The Learn to Live Federation 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 setting and are aware of the dangers associated with social networking sites.

Our E-safety policy will clearly state that mobile phone; camera or electronic communications with a child at our setting is not acceptable other than for approved setting business. 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.

### **Forced Marriage**

The Learn to Live Federation schools do not support the idea of forcing someone to marry without their consent.

### **Under-age Marriage**

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

### **Genital mutilation/female circumcision**

This is against the law, yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of the Learn to Live Federation schools we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of

the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

## Sexually Active under Eighteen years old

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The Protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the provision of protection or additional services.

## Safeguarding Disabled Young people

Disabled young people 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/young people.

Disabled children/young people do however require additional action. This is because they experience greater risks and '*created vulnerability*' as a result of negative attitudes about disabled children/young people 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*) The Learn to Live Federation schools will ensure that our disabled young people are listened to 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 young person.

## 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 the Learn to Live Federation Schools we will ensure that 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 and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards. The Learn to Live Federation schools keep a single central record in each school.

## Honour Based Violence

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from setting, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in setting activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence the Learn to Live Federation schools **will** report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

## Radicalisation

See 'The Prevent duty' document DfEd June 2015

## Trafficked Children

Child trafficking involves moving children/young people across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the Learn to Live schools are made aware of a child suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

## 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"***.

Staff need to understand what is required of them if children/young people are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At the Learn to Live Federation schools we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

## Private Fostering

Private fostering is an arrangement made between the family 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 the Learn to Live Federation schools to inform the Local Authority via MASH where we are made aware of a child or young person who may be subject to private fostering arrangements