



**Greenvale School
Safeguarding and Child Protection
Policy**

**Signed: October 2016
Next Review date: 2017**

SAFEGUARDING AND CHILD PROTECTION POLICY

Greenvale School is committed to providing a safe and secure environment for students, staff and visitors, and to promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well being of others. This policy is based on the following legislation and guidance:

- The Children Act 1989 and 2004
- “Keeping children safe in education”, (statutory guidance for schools and colleges September 2016)
- “Working Together to Safeguard Children” (Non Statutory guidance March 2015).
- Lewisham Safeguarding children board (LSCB) procedures
- “What to do if you’re worried a child is being abused” (advice to practitioners 2015)

Responsibilities of the School

The school has a responsibility to provide designated safeguarding leads who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

The Designated Safeguarding Leads (DSLs) are: Ann Sharp, Felicia Hughes and Lynne Haines

Everyone at the school including staff, visitors, volunteers and governors who comes into contact with children and their families has a responsibility for and a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

All staff have a responsibility to:

- Identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, reporting their concerns to the designated safeguarding lead and working with other services as needed.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Be aware of systems at Greenvale which support safeguarding (these should be explained to them as part of induction).

- Take part in regular and appropriate child protection training and Prevent training
- Always act in the interests of Greenvale students and report any concerns they have even if the concerns are about another member of staff
- Protect children from the risk of radicalisation as part of Greenvale's wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
- Report immediately to the designated child protection lead where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences and staff have a mandatory duty from October 2015 to report this to the police.

The Governors

Should ensure that they comply with their duties under legislation, follow the guidance in, "Keeping Children Safe in Education" (September 2016), and ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

This includes ensuring the following:

- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015
- Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- The chair is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher
- There is an effective safeguarding and child protection policy in place together with a staff code of conduct

- Policies and procedures adopted by governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff under the direction of the head teacher.
- A member of the leadership team has the role of designated safeguarding lead and will support them in fulfilling their role
- The designated safeguarding leads and all other staff should receive regular training
- The school is providing a broad and balanced curriculum including covering relevant issues through PSHE, and Sex and Relationship Education (SRE).
- Safer recruitment procedures are adhered to and that at least 1 governor has attended safer recruitment training
- Procedures are in place to handle allegations against other children.

The Nominated Governor with CP responsibility is Lisa Palin
The Deputy Nominated Governor is Tim Warner

Parents/Carers

All parents/carers applying for places at this school should be informed of our Safeguarding and Child Protection responsibilities and the existence of this policy. Copies of the policy will be made available to parents/carers via the website and reminders of the role of staff will be given via the school newsletter.

Definitions and Descriptions

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

Abuse is defined as 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.

Types of abuse and neglect

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyber 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further information on Female Genital Mutilation

Female Genital Mutilation (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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that

their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalization.

The school will ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school will ensure that suitable filtering is in place. The school will teach pupils about online safety more generally.

What to do if you are worried a student is being abused

Be aware and alert to signs of injury, distress or neglect. Familiarise yourself with the signs and circumstances to look for. Remember the warning signs and symptoms of child abuse and neglect can vary from child to child.

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.

1. If you have noticed something about a student that is unusual and is possibly a sign that they are being abused, or
If a student has told you that they are being abused, then record this information on an incident form as soon as you can.

(PLEASE NOTE If the student has told you they are being abused DO NOT question a student in depth about an injury or incident as this could compromise further investigations. You should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child).

2. Share the information or your concern as soon as possible with one of the designated safeguarding leads or if they are not available with another member of the leadership team. They will ask you to record your concern on a school incident form.
3. If necessary he / she will talk to the parents or carers and to Children's Social Care as appropriate, and will inform you of the outcome if possible. However sometimes the outcome may be confidential and it would therefore not be appropriate to share this information.

4. If you have concerns about another staff member then you should speak with one of the deputy heads or the head teacher. Where there are concerns about the head teacher this should be referred to the chair of governors

In circumstances where a child has a suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk (because of parental violence or intoxication, for example), urgent Police intervention will be requested by the designated safeguarding lead. Particular vigilance will be exercised in respect of pupils who are included on the Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Children's Social Care (and confirmed in writing). Where it is suspected that a child might be at risk of significant harm, nothing will be said to the child's parent/carer without the approval of the Designated Safeguarding Lead.

Complaints or allegations made against staff

Greenvale School takes seriously all complaints made against members of staff. Mechanisms are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of school staff. Allegations of abuse made against teachers and other staff (including volunteers) are dealt with by following procedures in the statutory guidance. One of Greenvale's Designated Safeguarding Leads will use them in respect of all cases in which it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

There may be situations when the Designated Safeguarding Lead will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. If this is not the case such allegations will be referred to the local authority designated officer (LADO). All allegations against staff will be discussed with the designated officer before any decisions are made about what action is needed. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance. There may be a decision that the actions of the member of staff do not meet the criteria set out above in which case they should be dealt with through the schools disciplinary code. For example, if the allegation concerns alleged minor physical mishandling or verbal abuse, this will be dealt with under the school's Disciplinary Procedure. Alternatively it could be decided that no further action is to be taken in regard to the individual facing the allegation.

All such allegations will be treated with strict confidentiality and all staff involved will be supported by the school and Occupational health if necessary.

Parents or carers of the student involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.

Allegations of abuse by another student

Complaints or allegations regarding abuse by a student on another student is a difficult area, due to the severe level of learning difficulties which our students have. For an action to be regarded as abuse there needs to be an understanding, on the part of the abuser, of what he or she is doing. In such cases the school will follow the statutory guidance. In cases of physical assault by one student on another, the pupil discipline procedures will normally apply. Where there are repeated occurrences of physical assault, or any case of other types of potential abuse, the advice of social workers should be obtained.

Records

A record of all accidents / incidents in the school will be maintained. All accidents / incidents will be reviewed by the leadership group and any corrective measures implemented to minimise the possibility of recurrence. The Head Teacher is responsible for providing termly reports of all accidents/incidents and evidence of action to the Governing Body. Brief and accurate written notes will be kept of all incidents or CP concerns relating to individual pupils. Child protection records are not available to pupils or parents. CP records are securely kept by the designated leads, separately from educational records, and can only be accessed by the Designated Leads, their Deputy and the senior managers of the school. Referrals made to Social Services under the Common Assessment Framework will be recorded on the appropriate form, with copies sent, under confidential cover, to Childrens Social Care.

Single central record of all staff working at the school (as detailed in statutory guidance) is held by the school and regularly updated and monitored.

Training

Whole-school safeguarding training is delivered every 3 years including Prevent training as well as information on Child Sexual Exploitation and FGM. All staff receive a copy of the Safeguarding Policy and regular safeguarding reminders and updates are shared at staff briefings. Information on the school's safeguarding and child protection procedures is provided to all new staff as part of their induction programme. The Designated Safeguarding Lead staff attend the LSCB training course every two years and follow the LSCB procedures and advice between training.

Safe Recruitment

We aim to create a culture of safe recruitment and, as part of that, adopt recruitment procedures as detailed in Keeping Children safe in Schools and Colleges (2015) that help deter, reject or identify people who might abuse

children. We will make decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. As detailed in the training section of this policy key staff have attended safer recruitment training and there will be at least one person who has had this training on each recruitment panel.

If there is any level of uncertainty in recruitment matters they will be referred back to the LSCB and or Education Personnel.

The school will only use employment agencies who can confirm that they have in place suitable recruitment and vetting processes and that their staff has been subject to the level of checks detailed in the latest statutory guidance. Documentary evidence of ID and should be presented by all supply staff on attending the school.

Any parent or other person employed by the school to work in a voluntary capacity with pupils (including all school governors) will be subjected to all reasonable vetting procedures.

Volunteers

Volunteers will also be asked to have a DBS check if the arrangement is on a regular basis and long term. Volunteers always work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the school. Volunteers will at no time be given sole unsupervised responsibility for students or for the personal care of students.

Any voluntary agency or community group, working with children who attend the school, will be required to produce evidence of a child protection policy that is compatible with this document.

Safety in the School

For the protection of staff and pupils, glass panels are fitted to the doors of all classrooms in this school. The glass should never be covered. No internal doors to classrooms or other school areas will be locked whilst pupils are present in these areas. Entry to school premises will be controlled by doors, which are secured physically, or by constant staff supervision. All visitors and staff should sign both in and out on every occasion. A visitor's log will be available to record all visitors including governors, volunteers or staff from other agencies entering school premises. Unidentified visitors will be challenged by staff or reported to a member of the leadership team or sShool Office. Arrangements for monitoring, addressing and implementing Health and Safety issues are available in the school's Health and Safety Policy and Arrangements. Issues concerning student behaviour are addressed in the schools' behaviour policy which is available in the staff handbook and on the school server. The policy gives examples of appropriate strategies for managing difficult or challenging behaviour. Importantly it also highlights strategies and actions that would be considered unlawful.

All staff are expected to keep their ID card visible. All visitors and temporary staff in the school will wear lanyards with cards indicating who they are.

Anybody without a visible means of identification should be asked to provide this by all staff about the school.

Curriculum

Greenvale School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life. All curriculum coordinators will consider the opportunities, which exist in their subject for addressing personal safety and all other safeguarding issues. Specific input will be provided by staff on bullying issues by raising awareness of these issues in class and positively managing issues as they arise i.e. assemblies, class discussion, and through provision of positive materials/media on bullying, respect and sharing etc.

Sex and Relationships Education

Staff who have undergone appropriate training should only deliver this part of the curriculum with strict adherence to the sex and relationships policy.

E-Safety

Many students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Students at Greenvale are taught the potential risks associated with technology through the PSHE and IT curriculum.

Intimate Personal Care

Because of the nature of Greenvale School part of our curriculum involves teaching personal care skills to our students and meeting the everyday needs of students. For some this may involve taking them to the toilet or assisting them to bath or shower. All necessary precautions need to be taken to ensure the student's safety and protect staff rights. We must be vigilant to guard against practices, which could lead to criminal proceedings being taken. Staff need to be aware of all the issues surrounding the problems of personal care.

1. Male staff must only supervise personal care (including taking to the toilet) for male students. They must not supervise personal care for female students.
2. It is acceptable for male staff to assist a male student with personal care on a 1:1 basis, and for female staff to assist male or female students. Where a member of staff toilets or supervises personal care on their own, the door should not be locked. Staff should only undertake personal care on a 1:1 basis if they know the student well.

First Aid

Very minor first aid can be administered by class staff e.g. for minor scratches and grazes. In more significant accidents First Aid should only be administered by qualified first aiders and, if it is necessary for the child to remove clothing for this treatment, there should wherever possible be another adult person present. All first aid treatment will be recorded in the notebooks kept in the first aid boxes and then on an incident form / accident form as necessary. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Staff code of conduct

All staff (paid and voluntary) is expected to adhere to a code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity. The guidance on behaviour management as detailed in the schools behaviour policy should be adhered to at all times. Staff must never use violence or force against a student, nor must they threaten violence or use inappropriate language. The school has adopted the Team Teach approach to behaviour management. Staff has been trained in de-escalation techniques and safe physical interventions.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued or where it becomes necessary to physically restrain a pupil for their own or others' safety, staff must always ensure that they only use reasonable force for the situation they are facing. Use of unreasonable force will be deemed unlawful. Staff must also appropriately record any physical intervention in the team teach record book in the office and report it to SLT and parents. In addition if physical intervention has been used with a student for the first time, a behaviour support plan will need to be drawn up. For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; musical therapy, for example, the door to the room in which the counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting.

School staff should also be alert to possible risks which might arise from contact with pupils outside of the school including school trips / journeys. Home visits to pupils should only take place with the knowledge and approval of the Headteacher. Visits / telephone calls by pupils to the homes of staff members should only occur in exceptional circumstances and with the knowledge and approval of the headteacher.

Adequate preparation should be made for all school trips / journeys to ensure that children are not at placed at risk. Non school-based activities should be appropriate for the age group and abilities of the children and properly supervised by qualified instructors where appropriate. All reasonable attempts should be made to ensure that children are supervised at all times.

Accommodation should be arranged so that no child occupies a room alone (unless there is no alternative).

Staff have a responsibility to put the best interests of the students first and if they are concerned that the actions or behaviour of another member of school staff or the school community are putting students at risk of harm then they must report their concerns to the designated safeguarding lead at the school.

Computers

All school PC's linked to the Internet including those not used by students have software to block access to unsuitable material and social networking sites. Students are educated on E Safety and staff are vigilant, and report any inappropriate sites or concerns they have in this area which pose a risk to the safety of the students.

Staff personal use of the IT resources, including internet access.

Staff are encouraged to make use of the school's IT facilities for their personal use as this helps to raise the level of ICT awareness and skills among the staff.

HOWEVER, personal use is subject to reasonable conditions and limitations.

1. Personal use is acceptable out of school hours. I.e. before 8.30am and after 3.30pm or during lunch break, providing they are not preventing a member of staff access a computer for work use.
2. Access to the internet must only be to web sites, which do not offend in any way. (The in-built protection features should ensure that this is not possible and it is possible to track web sites that have been visited.)
3. E-mail must not be used to transmit any libellous, offensive or defamatory comments or statements.
4. Staff may not download or install any programs without the express permission of the ICT co-ordinator or the head teacher due to the possibility of virus contamination and the maintenance of network integrity.
5. Staff are not permitted to download or print photographs of students or other staff from the school server for personal use.

Signed

Dated