

HIGH SCHOOL FOR GIRLS



Safeguarding Policy and Early Help

Reviewed: September 2016

This policy has been formally approved and adopted by The Governing Body at a formally convened meeting.

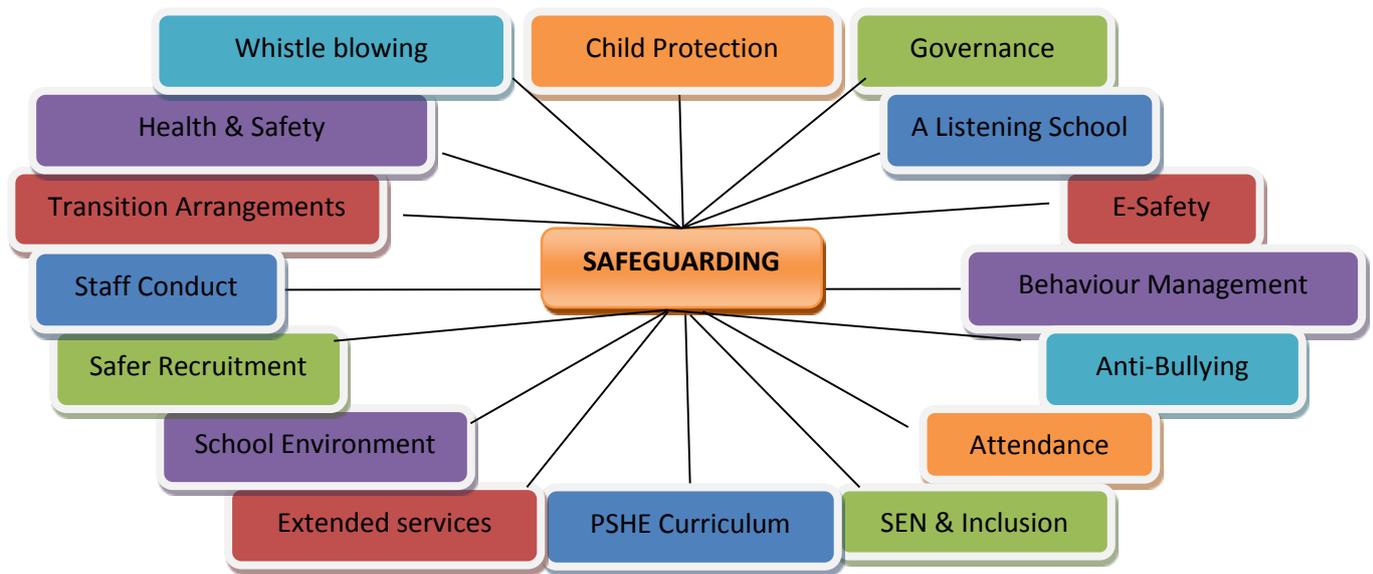
Policy approved: _____ Date: _____

David Knight

(Chair of Governors)

Date of Policy Review: _____

High School for Girls and High School Sixth Form Safeguarding Policy



Safeguarding and promoting the welfare of young people for this policy is defined as: protecting young people from maltreatment, preventing impairment of a young person's health/development ensuring that young people 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. (KCSIE July 2015)

Purpose & Aims

The purpose of High School for Girls' (HSFG) and High School Sixth Form's (HSSF) Safeguarding policy is to provide a secure framework for the school in safeguarding and promoting the welfare of those students who attend our school. The policy aims to ensure that:

- All our students are safe, protected from harm, maltreatment and encouraged to talk and are listened to.
- Other elements of provision and policies are in place to enable students to feel safe and to adopt safe practices.
- Staff, students, governors, visitors, volunteers and parents/carers are aware of the expected behaviours and the school's legal responsibilities in relation to its students in order for the students to have the best outcomes and stay safe from abuse.

Ethos

Safeguarding at High School for Girls' (HSFG) and High school Sixth Form's (HSSF) is considered everyone's responsibility and as such our school aims to create a safe environment in which every student has the opportunity to achieve. HSFG & HSSF recognise the contribution they make in ensuring that all students registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents/carers to develop and provide activities and opportunities throughout our curriculum that will help to equip our students with the skills they need. This will include materials and learning

experiences that will encourage our young people to develop essential life skills and protective behaviours. The school will follow the statutory guidance described in “Working Together to Safeguard Children 2015”.

Responsibilities and Expectations

HSFG & HSSF have a Governing body whose legal responsibility it is to make sure that the school has an effective Safeguarding policy and procedures in place and to monitor that the school complies with them. The Governing body will also ensure that the policy is made available to parents and carers. It is also the responsibility of the Governing body to ensure that all staff and volunteers are properly vetted to make sure that they are safe to work with the students who attend our school. It is also their responsibility to ensure that the school has procedures in place for handling allegations of abuse made against members of staff (including the Headteacher and volunteer helpers). The Governing body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Designated Safeguarding Lead (DSL)** is: Ewa Sawicka (The Headteacher). If she is not available then the **Deputy Designated Safeguarding Lead (DDSL)** will deal with the situation. The **Deputy Designated Safeguarding Lead** is Lindsey Lloyd-Owen (Pastoral Lead Years 7-11). (This person can also be contacted with any safeguarding concerns.) The contact details for the DSL and DDSL are as follows:

DSL – head@hsfg and DDSL Lloyd-owenl@hsfg.org.

The **Named Safeguarding Governor** is to be confirmed. She can be contacted on boonp@hsfg.org.

The **Chair of Governors** is David Knight. His contact details are: **chairofgovernors@hsfg.org**.

The **Local Authority Designated Officer (LADO)** for this locality is Jane Bee and she can be contacted on **01452 426 221**.

It is the responsibility of the DSL to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school and that this training takes place at least every three years.

The DSL can deliver safeguarding in schools as long as it is linked in to the support and quality assurance process offered by the Local Authority. This includes mandatory attendance at an annual ‘Training for Trainers’ programme and receiving monitoring visits from the Professional Advisor or Local Authority delegated staff. The DSL is required to attend or ensure that her DDSL, who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a young person at our school and to contribute to multi-agency discussions to safeguard and promote the young person’s welfare.

The DSL 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 Review 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. The Self Review Assessment is to be shared annually with the Local Authority who will have an auditing role in ensuring the school/education setting is meeting its safeguarding requirements under sec175/157 of the Education act 2002 for both maintained and independent schools.

All safeguarding concerns need to be acted upon **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should tell the DSL immediately.

All adults, including the DSL and her Deputy, have a duty to refer all known or suspected cases of abuse to Children's Social Care or to the Police. Where a disclosure is made to a visiting staff member from another agency, e.g. the School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's DSL in the first instance. Where the disclosure is made by a student attending a Pupil Referral School (PRS) or alternative provision, the referral should be recorded and referred to the onsite DSL and a formal notification made to the school's DSL where the student is on role for information or to agree the appropriate action to be taken. Any records made should be kept securely on the student's main school Safeguarding File. A referral should not be delayed in order to discuss with the school's DSL if it is felt/identified that a student is at immediate risk.

The role of school staff.

- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard young people's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All staff have responsibility to provide a safe environment in which young people can learn.
- All staff have a responsibility to identify young people who may be in need of extra help/who are suffering/are likely to suffer significant harm. All staff then have the responsibility to take appropriate action, working with other services as needed.
- Staff members may be asked to support social workers to take decisions about individual children.
- All staff should refer to the Keeping Children Safe in Education (Part 1) or the School's Safeguarding policy for details of action needed when a young person has suffered/is likely to suffer harm.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting young people from deliberate harm. For our school it includes such things as student safety, bullying, racist abuse or harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the student subjected to the actual abuse, and in itself will have a significant impact on the health and emotional wellbeing of the student.

Abuse: a form of maltreatment of a young person. Someone may abuse/neglect a young person by inflicting harm/by failing to act to prevent it. It may be abuse by an adult/adults or another child on children.

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 students 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 categories of abuse are not an exhaustive list:

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, burning or scalding, drowning, suffocating or otherwise causing physical harm to young people. It can also result when a parent or carer deliberately causes the ill health of a young person in order to seek attention through fabricating the symptoms of or inducing illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional Abuse

“Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to the young person 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 young person the 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. These may include interactions that are beyond the young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing a young person from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, though it may occur alone.” KCSIE September 2016. 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 stranger; too eager to please
- Eating disorders or self harm.

Sexual Abuse

“Sexual abuse involves forcing or enticing a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the young person 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 a young person in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to act in sexually inappropriate ways or grooming a young person 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.” KCSIE September 2016.

Neglect

Neglect is the persistent failure to meet the basic physical and or psychological needs of the young person, and is likely to result in the serious impairment of the young person’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 young person 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 young person’s basic emotional needs.

(Source KCSIE September 2016)

What to do if you are concerned

If a student makes an allegation or disclosure of abuse against an adult or another 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 whatever they have told you a secret
- **Do** inform your DSL 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 that 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 young person you should report your concerns to the DSL. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the school’s Whistle blowing policy.

Gloucestershire's Local Safeguarding Children's Board Procedures

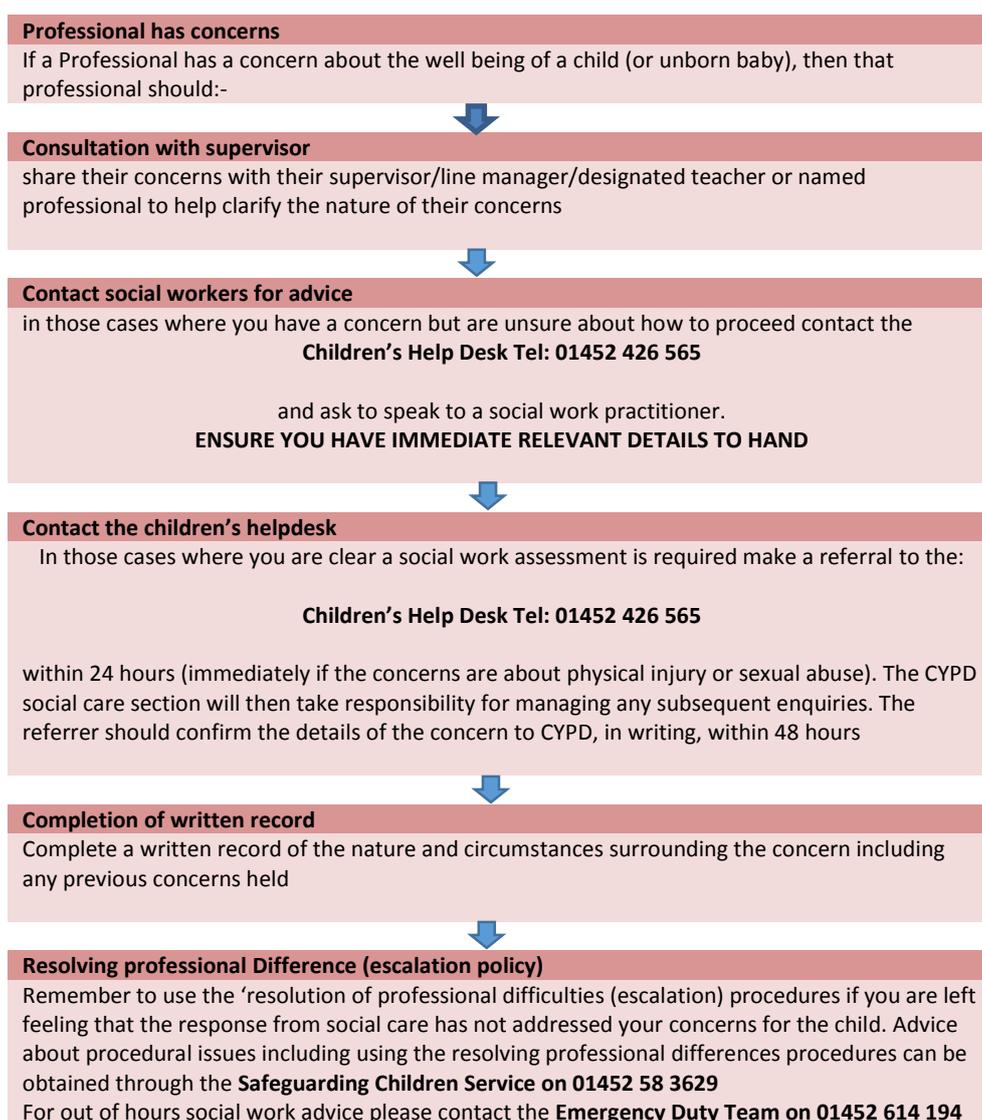
The Gloucestershire Safeguarding procedures outlined below are followed for all issues or concerns at HSG and HSSF:

Procedure where abuse is suspected/disclosed:

Any member of staff who by virtue of a young person's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person (DSL or DDSL) within the educational setting.

If a young person begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the young person is trying to say. No promise of confidentiality should be made.

The designated person should briefly and accurately record the concern and the young person's comments in writing and then follow the process below (from GSCB Procedures http://www.swcpp.org.uk/swcpp/swcpp_procedures.htm)



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 a volunteer, this should be brought to the immediate attention of the DSL or her Deputy who will advise the Headteacher. In the case of allegations being made against the Headteacher, this must be brought to the immediate attention of the Chair of Governors. The Headteacher/Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for appropriate action to be taken. This will constitute an initial evaluation meeting or strategy discussion involving the LADO. Dependent on the allegation being made, the Headteacher will need to:

- Refer to the 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/carers of the 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 strategy meeting or evaluation meeting.
- Advise the DBS where a member of staff has been disciplined or dismissed as a result of the allegations being founded.
- Inform the NCTL if a qualified teacher leaves or is disciplined in relation to a safeguarding matter.

Training

All members of staff and volunteers will have access to whole school safeguarding training at least every 3 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 young people's welfare to all newly appointed staff and volunteers. We will also discuss safeguarding, when relevant, at staff meetings for e.g. current issues such as Female Genital Mutilation. Governors will undergo safeguarding training at least every three years and also have access to the relevant safeguarding information in line with Keeping Children Safe in Education document. Safeguarding will be on every HR & Pastoral Care Committee Meeting agenda from September 2014.

Our DSL and her Deputy 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 DSL and her Deputy to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the students in our school. This includes taking part in multi-agency training in addition to safeguarding training.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least once every two years to support their employer's role in handling allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to the Governing Body HR and Pastoral Care Committee and our Safeguarding policy as well as our Missing Pupil policy are reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will forward the full Safeguarding policy to parents and put it on our website. We are also able to arrange for our policy to be made available to parents whose first language is not English upon request.

Useful Contacts

Local Safeguarding Children Board 01452 426 221 – ask for Jane Bee (LADO) or Georgina Summers (Jane's Assistant)

Gloucestershire Safeguarding Children Handbook – live version can be found on www.gscb.org.uk/handbook

Police 999

Child Exploitation and Online Protection Agency www.ceop.org.uk

<http://www.thinkuknow.co.uk>

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.

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

Forced Marriage

HSFG and HSSF do not support the idea of forcing someone to marry without their consent and will follow Gloucestershire's procedures to refer any child and young person immediately to Children's Social Care.

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 school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school

activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a young person is at risk from honour based violence HSG and HSSF will report these concerns to the appropriate agency in order to prevent this form of abuse from taking place.

Trafficked Children

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

Female Genital Mutilation (FGM)

FGM includes all procedures involving partial or total remove of external female genitalia or other injury to the female genital organs.

This is against the law in the UK, yet for some communities it is considered a religious act and cultural requirement. It is illegal to arrange for a young person to go abroad with the intention of having her circumcised. If any of the above areas of concern are brought to the attention of the DSL or her Deputy they will report those concerns to the appropriate agencies in order to prevent this form of abuse taking place. If a teacher discovers that an act of FGM appears to have been carried out on a girl who is under 18, there is a statutory duty on the teacher to report it to the police. If a teacher fails to report such an act then they will face disciplinary action unless a teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care, as appropriate.

Abuse linked to Faith and Beliefs

Some faiths believe that spirits and demons can possess people (including young people). 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 a criminal conviction of those using this form of abuse even if the intention is to help the student.

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 wellbeing. At HSG and HSSF we will encourage the full attendance of all our students at school. Where we have concerns that a student is missing education and/or because of suspected abuse, we will report this to Children's Social Care and the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

Sexually Active under Eighteen Years Old

It is acknowledged by those working with young people, that some young people under the age of eighteen 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 young people to identify where these relationships may be abusive, and the young people may need the provision or

protection of additional services. At HSFG and HSSF we will ensure our policy for managing this issue links to the available protocol.

Preventing Radicalisation

“Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism” KCSIE 2016.

There is not a single way of knowing which young person will be susceptible to an extremist ideology as it can happen in a number of ways. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or on line 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 have become a major factor in the radicalisation of young people.

At HSFG the DSL has undergone Prevent Awareness training and is able to provide advice and support to members of staff on protecting young people from the risk of radicalisation.

At HSFG and HSSF staff are required to use their professional judgement in identifying young people who may be at risk of radicalisation by observing different signs from students, especially if they want to hide their views. Staff are required to pass this information on to the DSL and who will refer to the Channel Panel System which is a programme focusing on support at an early stage to those being identified as vulnerable to being drawn into any kind of terrorism. The DSL will make referrals via the Police 101 Service and will follow any other local PREVENT procedures. At HSFG and in HSSF appropriate filtering of computer systems occurs and this is monitored on a daily basis to ensure young people are safe from terrorist and extremist material when accessing the internet in school. This is addressed in the PINK curriculum which was launched by Gloucestershire Healthy Living and Learning (GHLL) and which has been embraced by HSFG.

Furthermore, at HSFG and in the HSSF we have worked hard to provide a safe environment for young people debating controversial issues and helping them to understand how they can influence and take part in decision making and so build their resilience to radicalisation.

Safeguarding Disabled Children

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 young people.

Disabled young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and ‘*created vulnerability*’. This may lead to disabled young people having 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*). At HSFG and HSSF we will ensure that our disabled students 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 that they have concerns regarding the abuse of a disabled student.

Missing Pupils

Please refer to the policy entitled “Missing Pupil Policy” which has been developed.

Safer Recruitment and Selection

It is a requirement for all agencies to ensure that all staff recruited to work with young people are properly selected and checked.

At HSFG and HSSF we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. Furthermore, we will ensure that all of our staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with young people in compliance with the Key Safeguarding Employment Standards.

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”*.

Young people 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 young people and it will often be appropriate for such a young person to be regarded as a child in need under the Children Act 1989.

Where there is evidence of domestic violence the DSL or her Deputy 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.

Private Fostering

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

A privately fostered child means a young person under the age of 16 (18 if a disabled child) who is cared for and provided 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 HSFG and HSSF to inform the Local Authority where we are made aware of a young person who may be subject to private fostering arrangements.

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (eg food, accommodate, 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 (KCSIE 2016). There is always an imbalance of power in this relationship.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power/status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen on line. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts/new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education (KCSIE 2016).

Young people may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risk to our young people, HSFG and HSSF 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 the internet and other mobile technology.

E-Safety

Our E-Safety Policy will clearly state that mobile phone or electronic communication with a student at our school, by a member of staff is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a young person is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Safeguarding Children and Young People linked to Gang Activity

At HSFG and HSSF we will endeavour to protect our young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and we will act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our students from harm.

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 HSFG and HSSF is a safe place to learn and work.

We recognise that young people who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and develop some sense of blame. The school may be the only stable, secure and predictable element in the lives of young people at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the young people through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school's behaviour policy and procedures which are aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but that she/he is valued and will not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as Social Services, Child and Adult Mental Health Service, Education Entitlement and Inclusion Team and Educational Psychology Service.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the student's social worker is informed.

This policy is also linked to the following policies at HSFG and HSSF:

- KCSIE (DfE – Part 1 and full policy)
- Missing pupil policy
- SEN
- Antibullying
- Equality Policy
- Acceptable Use Policy
- E Safety Policy

Monitoring and reviewing safeguarding procedures and policy

The ultimate responsibility for this policy lies with the Governing body and for its implementation with the Headteacher.

- The Governing body has delegated the monitoring of the procedures and its effectiveness to the Designated Governor for Safeguarding who has regular meetings with the DSL and then reports to the Full Governing body once a year.
- The Headteacher reports on Safeguarding issues at every Governors' HR & Pastoral Care Committee meetings (ie 3 times a year).
- Action plans are formulated if any areas are deemed to be in need of development.

- The Headteacher together with the Designated Governor for Safeguarding complete the Gloucestershire Safeguarding Audit annually, together with an action plan for any areas that require further improvements.
- New/revised guidance issued by Government bodies and the Gloucestershire Safeguarding Children's Board is acted on and relevant information eg KCSIE Part 1 are given to all staff and governors.
- The Safeguarding policy procedures are reviewed annually.

Updated: September 2016

E.M. SAWICKA
September 2016

Safeguarding

Early help offer

The school ethos and vision promotes a safe, positive and secure environment that gives the students a sense of worth and being valued as individuals. The unique community at the school fully embraces the every child matters approach and we celebrate everyone's gifts, talents and skills.

- All staff read and sign the following policies so fully aware of expectations of school regarding Safeguarding:
 - Keeping Children Safe in Education (Part 1)
 - Safeguarding Policy
 - Confidentiality
 - Safer Working practices in education
- The school values Safeguarding training for all staff, teaching and support staff. All staff undergo Safeguarding Training from the Gloucestershire Safeguarding Board every 3 years and the DSL and DDSL every 2 years. The DSL and DDSL have had multi-agency training a regular basis and attend local safeguarding forums - to improve identification and response to needs of vulnerable children, including radicalisation.
- Staff are encouraged to sign up for the Gloucestershire Safeguarding Boards' alerts keeping their knowledge and awareness of safeguarding up-to-date and at the heart of their practice.
- The school also completes the Local Authority Section 175 Audit and Action plan (aiding prevention work).
- The school actively encourages student voice where any student can speak to any member of staff about any concerns that they may have. Students are encouraged to speak openly and they are aware that staff will take their concerns seriously.
- The school ensures that all student related policies, such as Behaviour, Anti-Bullying, ICT, sex and relationship policy, Equality duty policy, Supporting students with medical needs and the safer working practices in education policy support all students, especially the vulnerable ones.
- The school ensures that all unexplained absences are followed up by a phone call within an hour and a response is given. Attendance is closely monitored by Student Support in the main school and the Sixth Form: Student Support and Sixth Form administrator in the case of the Sixth Form. Long term or repeated absences will be investigated by the Form Tutor, Year Co-ordinator, Student Support in the main school and the Form Tutor and Director of Post 16 working with Student Support and Sixth Form administrator in the Sixth Form. If a student is missing from education then the school would follow the Gloucestershire missing children protocol.

- When a Looked after child is enrolled at school, the designated teacher is assigned to the child to support and promote her/his achievements. This member of staff is involved in all multi-agency meetings and has access to all the information available.
- The school works with the local MASH to support families and understand referral systems.
- The school is fully engaged with the MARAC process (Multi-Agency Risk Assessment Conference).
- The School works with the Referral and Assessment Social Workers when students have been identified.
- The School engages with community social workers and with family support workers when the need arises.
- Assistant Head Student Support (Years 7 – 11) has undergone CAF Training.
- There is a proper identification of students with vulnerabilities and good working practice and policies are in place to prevent concerns escalating eg. exclusion of SEN students.
- Member of staff has undergone Therapeutic Counselling training from Infobuzz to aid further identification.
- The school actively encourages student voice where any student can speak to any member of staff about any concerns that they may have. Students are encouraged to speak openly and they are aware that staff will take their concerns seriously.
- The school ensures that all student related policies, such as Behaviour, Anti-Bullying, ICT, sex and relationship policy, Equality duty policy, Supporting students with medical needs and the safer working practices in education policy support all students, especially the vulnerable ones.
- The school ensures that all unexplained absences are followed up by a phone call within an hour and a response is given. Attendance is closely monitored by Student Support in the main school and the Sixth Form: Student Support and Sixth Form administrator in the case of the Sixth Form. Long term or repeated absences will be investigated by the Form Tutor, Year Co-ordinator, Student Support in the main school and the Form Tutor and Director of Post 16 working with Student Support and Sixth Form administrator in the Sixth Form. If a student is missing from education then the school would follow the Gloucestershire missing children protocol..

Using the voice of a young person: Early help

- All staff aware of the importance of discussing any concerns that they have.
- Referrals made on special report form and brought directly to the DSL, if Safeguarding issue. Otherwise the special report form is shared with staff on a need to know basis.
- Staff have opportunities to discuss any issues concerning a child with Student support, the Year Co-ordinator, the Assistant Head: Pastoral Years 7-11 and DDSL or Assistant Head: Director of Post 16 and the Headteacher, the DSL.
- Tutors hold discussions with students about them and their families.
- Students involved in the OPS. Results monitored and actions put into place as soon as results out. The results are discussed at SLT and at governors. Any anomalies are looked into and strategies put in place.

Child Sexual Exploitation: Early help

- The school uses the PINK Curriculum – GHLL initiative within our Tutorial and PSHE and Citizenship offer.
- Information discussed in Tutorial and PSHE lessons and assemblies, especially SRE/internet safety.
- Chelsea's Choice – play for Year 9.
- Students have had CEOPs assemblies about staying safe. Have a member of staff CEOPs trained who can deliver these sessions.
- The school uses the Child Sexual Exploitation Screening tool for early identification and makes referrals as necessary.
- The school makes Referrals made to Social Services, if have concerns/directly to the Police.

Children in Hospital: Early help

- The school maintains Contact with home and with medical professionals through the designated member of staff: Student Support.
- The member of staff liaises with Hospital Education Service to provide work and to liaise with the service and family.
- A phased return to school occurs if and when it is appropriate.

Students with mental health issues: Early help

- Member of staff has undergone Therapeutic Counselling training to aid further identification.
- The school works with external agencies such as Teens in Crisis, CYPS and offers to hold sessions in school.
- The school will contact agencies with students if the need arises.
- Students provided with numbers for Childline, Samaritans, Teens in Crisis and the new website www.onyourmind.nhs. gloucestershire etc.

Radicalisation: Early help

- DSL has undergone WRAP training.
- All staff have had training on the PREVENT Strategy and what need to look out for. This is updated annually.
- Various aspects discussed in PSHE and Tutorial programmes.

Domestic Abuse: Early help

- Domestic abuse is discussed in the PSHE Programme and in the Council of Women.
- Staff understand the correlation between domestic abuse and child protection.
- Staff vigilant for any signs of Domestic Abuse and they listen to young people and take actions.
- The Domestic Abuse Referral processes would be activated if the need arose.

Prevention of suicide: Early help

- Staff fully aware of possible signs, listen to young people and report any concerns.
- Stickers – Nobody understands are ordered and distributed to be put in planners.
- CYPS professional helpline is auctioned when necessary or other services.
- The school raises awareness to parents of self harm and eating disorders websites in order to prevent things escalating, as the school is fully aware of the correlation between self-harm and suicide.

Female Genital mutilation, Forced marriages and Child trafficking: Early help

- Staff are aware about the extent of FGM, Forced marriages and child trafficking and are aware of their legal responsibilities.
- Staff know and understand FGM Protection orders and mandatory reporting.

Updated November 2016