

SOUTHFIELD SCHOOL

SAFEGUARDING POLICY

1. INTRODUCTION

- 1.1 This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004; the Education Act 2002, and in line with government statutory guidance: 'Working together to Safeguard Children', 'Keeping Children Safe in Education' 2016, the FGM Act 2003, the Counter-Terrorism Act 2015 as well as Government non-statutory guidance: 'What to do if you're worried a child is being abused' and 'Sharing Information' 2016 and Northamptonshire County Council's document 'Northamptonshire Thresholds and Pathways/Northamptonshire's Safeguarding Children Board's procedures and focuses/Schools' Audit (2015); The prevent Policy March 2016 (The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.)

'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.'
Keeping Children Safe in Education 2016

CONTACTS

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| Head Teacher: | Mrs Julie Goswell | igoswell@southfieldsch.co.uk |
| Chair of Governors | Mrs Cathy Pinnock | |
| Safeguarding Governor | Mrs Lyn Mayer | |
| Senior Designated Lead | Mrs Janet Goodliffe | jgoodliffe@southfieldsch.co.uk |
| Deputy Designated Lead | Mrs Julie Tailby | jtailby@southfieldsch.co.uk |
| Safeguarding team: | | |
| | Mrs Sallee Carter | scarter@southfieldsch.co.uk |
| | Mr Simon Clark | swclark@southfieldsch.co.uk |
| | Miss Sarah Vickers | svickers@southfieldsch.co.uk |
| | Mrs Jackie Topple | jtopple@southfieldsch.co.uk |
| | Mrs Suzanne Dutton | sdutton@southfieldsch.co.uk |

- 1.2 The purpose of this policy is to provide protection for the children and young people who receive a service from Southfield school and to provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm. It applies to all permanent staff, in addition to supply staff, volunteers, or anyone working or volunteering on behalf of this school.
- 1.3 When there is a child protection concern involving a member of staff/volunteer this MUST be referred to the appropriate procedures in the policy document:

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'Managing Allegations and Concerns regarding Staff in Education Settings'.

- 1.4 Southfield School is committed to delivering good outcomes for children and young people by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances. Southfield school recognises that it is vital that the views of children and young people are listened to and presented.
- 1.5 Southfield School recognises that it is the responsibility of all staff to report and monitor any concerns they have about a particular child using the correct safeguarding concern form. Staff must act in the best interests of the child and remember 'IT COULD HAPPEN HERE'.
- 1.6 The aims of this policy are to ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:
 - 1.6.1 providing a safe, healthy learning environment that allows them to develop to their full potential (link: Behaviour Policy)
 - 1.6.2 safeguarding their welfare through systematic assessment, monitoring and support of children thought or known to be at risk of harm and ensuring robust procedures are in place for recognition and referral of welfare or child protection concerns (link: Anti-bullying Safe to Learn Policy)
 - 1.6.3 monitoring and supporting children and young people who are subject to child protection plans and contributing to the implementation of their plan
 - 1.6.4 ensuring safe recruitment practices (link: Safer Recruitment Policy)
 - 1.6.5 raising awareness amongst staff of child protection and safeguarding issues and their responsibility to identify and report possible cases of abuse, and ensuring effective training and advice is provided to enable staff to know how to react appropriately and deal with concerns (link: Staff Code of Conduct/Acceptable Use Policy)
 - 1.6.6 raising awareness amongst staff that safeguarding issues could happen anywhere
 - 1.6.7 ensuring that children and young people are provided with opportunities to discuss issues and report problems affecting their safety and welfare
 - 1.6.8 promoting partnership working with parents and professionals

2 ROLES AND RESPONSIBILITIES

- 2.1. **Governing Body:** The governing body of Southfield School takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children. It will ensure that:

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- there is a safeguarding and child protection policy which is consistent with Northamptonshire's Local Safeguarding Board's focuses and procedures
- Southfield operates safer recruitment practices with appropriate procedures in place, that the link governor completes safer recruitment training and that one person on every recruitment panel has completed safer recruitment training.
- Southfield has appropriate procedures and processes in place to deal with allegations of abuse against staff and volunteers
- Southfield has appropriate procedures and processes in place to protect children from the risk of being drawn into terrorism
- there is a designated link governor whose role is to work with the DSL to ensure there are effective arrangements within Southfield to identify, assess and support those children who are at risk of or suffering harm
- that the DSL is a member of the leadership team and that he/she and any other designated members of staff will have annual updates and refresher training every two years.
- that all members of staff and adults who work with children must undertake appropriate safeguarding and child protection training annually and receive regular updates. New staff must be trained on their induction into the school.
- child protection and safeguarding policies and procedures are reviewed and audited annually
- the governing body understands how children may be taught about safeguarding through a broad and balanced curriculum which covers relevant issues and is up to date with the latest key issues concerning safeguarding. (link: PSHE curriculum)
- action is taken where any weaknesses in child protection or in the safeguarding policy and practice are apparent within the school
- other organisations using the premises to provide extended or after-school activities have appropriate safeguarding and child protection policies and procedures in place
- that enhanced DSB checks are in place for the Chair of Governors

2.2 **Headteacher:** The headteacher will ensure that:

- the Designated Safeguarding Lead and the deputies are given sufficient support, time and resources to carry out their responsibilities
- staff are released to attend and meetings held to discuss potential safeguarding issues concerning children and young people at Southfield

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- Southfield offers a safe environment for staff and children and young people
- staff feel secure to raise concerns about poor or unsafe practice (link: Whistleblowing Policy)
- safe recruitment practice is followed in all cases whenever recruiting to posts
- all staff are aware of the procedure for managing allegations against staff and a copy of the Managing Allegations document is available in the staff room for reference and on the 'R' drive
- referral is made to LADO for advice where there are concerns or allegations of a risk of or harm against any adult working in Southfield and that a person deemed unsuitable for working with children or young people will be notified to the Disclosure and Barring Service for consideration for barring following resignation, dismissal or when the school ceases to use the service of a volunteer as a result of a substantiated allegation
- appropriate action is taken by referring to the Managing Allegations and Concerns regarding Staff in Education Settings Policy, whenever an allegation is made against a member of staff

2.3 Designated Safeguarding Lead: the Designated Safeguarding Lead will ensure that:

- all members of staff and volunteers are provided with safeguarding and child protection information and that all visitors to the school are issued with a fire and safeguarding information card
- From September 2016, all staff should read the 1st chapter in the Keeping Children Safe document
- all new members of staff are provided with the safeguarding policy and the names of the designated members of staff for child protection
- the names of the designated members of staff for child protection are clearly advertised in the school
- all members of staff are provided with appropriate training every 2 years in accordance with the Northamptonshire Safeguarding Children's Board's directive and know how and to whom to refer a concern
- the safeguarding and child protection policy is kept up to date and reviewed annually
- an annual action plan is in place to address key issues
- all staff, governors, students and parents know about the policy, have access to it when/if needed and are made aware of the responsibilities of staff members with regard to child protection

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- he/she keeps up to date with the latest LSB and government initiatives and focuses
- he/she liaises regularly with the headteacher and link governor for safeguarding and child protection and provides the headteacher with an annual report for the governing body
- that his/her own training is kept up to date
- monitors, supports and has an overview of staff involved in dealing with safeguarding and child protection procedures such as the deputy DSLs, student support officer, progress leaders and student progress co-ordinators.
- monitors and has an overview of the staff and policies relating to health and safety, IT, safer recruitment, visiting speakers, the staff code of conduct and the acceptable use policy
- knows and uses the process for referral of a child or young person if there are concerns about possible abuse, acting as a point of reference for staff to discuss concerns and providing support and advice on matters of safeguarding and child protection for any member of staff or volunteer
- keeps appropriate written records even if there is no need for an immediate referral and ensure that these are completed to a high standard
- ensures that all such records are kept in locked filing cabinets (archive and current) separately from the student's records and are copied on to other schools/further education institutions. All archive records will be kept for 35 years after a child leaves education or a case is closed and for looked after children for 75 years after their 18th birthday.
- he/she liaises with other agencies and professionals
- communicates effectively with children and parents ensuring that appropriate support is provided
- that students, staff and any other relevant person feels confident to discuss any concerns they have either about themselves or someone else
- he/she or another appropriate member of staff attends relevant meetings regarding the welfare of a child or young person
- appropriate referrals are made to MASH and other outside agencies regarding attendance, child missing education, complex case, etc where the safety and well-being of a child or young person is deemed to be at risk
- keep an up to date log of all referrals made to the local authority and outcomes including the number of students on the child protection register

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- that out of school hours cover is provided when/if necessary
- that the deputy DSLs receive appropriate and updated training

2.4 Deputy Designated Safeguarding Lead

The role of the Deputy DSL is to provide support for the DSL especially with regard to dealing with staff training, disclosures, attending relevant meetings, liaising with outside agencies, communicating with parents and making appropriate referrals. This may include providing some out of school hours cover where appropriate.

2.5 Availability and Cover Arrangements

The senior and deputy DSL provide cover out of school hours for emergency situations. Out of term time either the senior or deputy DSL covers the school holiday period which should be arranged between them. Trained members of the safeguarding team will provide cover if required on a rota basis.

3. SAFEGUARDING CHILDREN

3.1 Definition

Safeguarding covers a broad agenda. The latest government guidance document, the updated *Working Together to Safeguard Children 2016* defines safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

This is underpinned by 2 key principles:

- Safeguarding is everyone's responsibility: for services to be effective, each professional organisation must play their part.

and

- A child centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Safeguarding is a preventative agenda that helps children and young people to achieve their full potential, regardless of negative factors such as poverty or social exclusion, by providing services and support to overcome barriers to achievement.

3.2 Role of the school

Southfield school recognises that children and young people may face many barriers to learning that may affect their prospects in later life. The school will safeguard and promote children and young people's welfare by focussing on preventative actions and services so that all children and

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young people are able to fulfil their potential. Safeguarding outcomes for children and young people are that they feel safe and that services are effective in taking reasonable steps to ensure that children and young people are safe.

Safeguarding is not just about protecting children from deliberate harm. It includes issues such as:

- health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of children and young people with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- e-safety
- issues which may be specific to a local area or population, for example gang activity
- site security

Bullying and Racist Incidents

Southfield's anti-bullying and Racist Incident policy are on a separate document and acknowledges that there is a potential link between these incidents and and possible consideration of safeguarding/child protection procedures. We keep a record of all incidents of bullying and racism. (Link Anti-Racism policy)

Peer on Peer abuse

Southfield recognises the various forms that peer on peer abuse can take and that is it closely linked to forms of bullying. Peer on peer abuse is abuse perpetrated by any under the age of 18 and includes: sexual bullying at school (including inappropriate sexual contact/touching) being coerced to send sexual images, CSE, teenage relationship abuse, gang associated abuse and exploitation and physical and/or emotional abuse.

Procedures for dealing with peer on peer abuse:

Any member of staff who suspects that a student has been the victim of peer on peer abuse should report that concern immediately and directly to a member of the safeguarding team on the appropriate form. The senior DSL will then contact Children's Social Care to seek advice and support. A risk assessment should then be completed and a support plan put in place for the victim. It should be recognised, also, that the evidence suggests that perpetrators of peer on peer abuse have themselves been the victim of some form of abuse and a support plan will also be put in place for that person.

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Physical intervention

- Physical intervention should only be used as a last resort when a child is endangering herself or others and that, at all times, it must be the minimal force necessary to prevent injury to the child or another person.
- A record should be kept of the event and signed by a witness
- A selection of staff are trained in restraint
- the school recognise that touch is appropriate in the context of working with children and that all staff have been given safe practice guidance to ensure they are clear about the professional boundary

3.3 The Curriculum

The school curriculum includes instructions to for children and young people at Southfield on how to keep themselves safe. This may be as part of a the subject curriculum (e.g. how to use science PE or technology equipment safely and pointing out hazards in other practical lessons) through the pastoral curriculum where students are taught about keeping themselves safe on the way to and from school or about safe movement around the school and site, or through the PSHE curriculum where students cover such topics as how to keep themselves safe from substance or alcohol abuse, e-safety and sex education.

3.4 Supporting Children and Young People

- In exceptional circumstances, any member of staff may raise concerns directly with children's social care services if they believe a child or young person is at risk of harm or is being harmed.
- The school will support all children and young people who have been assessed as having extra needs or are subject to a Child Protection Plan. All children and young people will be made aware of who they can approach if they have any problems and will be listened to and their concerns taken seriously.

3.5 Working with Parents and Carers

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the school recognises the importance of working in partnership with them to ensure the welfare and safety of children and young people.

The school will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of children and young people, including the duty to refer children and young people on where necessary by putting the safeguarding and child protection policy on the website and by having that and other policies available on request
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff

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- ensure a robust complaints system is in place to deal with issues raised by parents and carers
- provide advice and signpost parents and carers to other services and resources where children and young people need extra support

3.6 Inter-agency working

Southfield recognises its duty under the Children's Act 2004 to work in partnership with other professionals and agencies within the children's workforce in order to deliver integrated services that focus on prevention. To achieve this, Southfield will lawfully share information with agencies in order to ensure children and young people receive appropriate services, and will use the EHA to assess those children with additional needs and make appropriate referrals to agencies on behalf of the children and young people.

Southfield recognises the central role it plays in safeguarding children and young people and will ensure that a representative attends all multi-agency meetings.

The school will liaise with the MASH team for safeguarding advice wherever there are concerns or issues relating to safeguarding practice or individual child protection matters.

4 CHILD PROTECTION

4.1 Role of the School

Child Protection is a part of safeguarding and deals with specific concerns about harm to individual children and young people. There are clear statutory procedures to deal with child protection concerns and it is essential that the school is familiar with these and able to implement them.

Where there is concern whether a child may be a risk of harm, the school will carry out the following:

- identify where there are child protection concerns (where a child may be suffering or at risk of significant harm) and referring the children and young people on to the MASH team
- contribute to the development and monitoring of Child Protection Plans as a member of the Core Group
- ensure that the school has a senior member of staff who is designated to take on lead responsibility for child protection issues
- ensuring staff are aware of their responsibilities and receive adequate training to enable them to carry these out

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- where there are concerns about a child's development, the school will consider using an EHA to address these concerns with the child and its family

4.2 Child Protection Procedures

The following procedures set out what actions the school will take where there are child protection concerns regarding children and young people:

4.2.1 Recognition

Every member of staff has a responsibility to identify those children who are suffering from abuse of neglect and to ensure that any concerns about the welfare of a child or young person are reported to the designated member of staff.

Staff should refer to the guidelines for staff for a full definition of significant harm and the specific indicators that may suggest a child may be at risk of suffering significant harm.

Any concerns held by staff should be discussed in the first instance with the designated member of staff or their deputy and advice sought on what action should be taken.

4.2.2 Dealing with Disclosures

If a child discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep or promise confidentiality as a referral may have to be made to children's services
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a formal record and pass this on to the designated member of staff

4.2.3 Referral

A decision on whether or not to refer a child to the MASH team should be made by the designated member of staff or their deputy following a discussion with the member of staff who has raised concerns.

It is an expectation that an EHA is considered where there are concerns about the child but the child is not considered to be suffering significant harm. The EHA is a voluntary, open process that involves talking to the child and their parents.

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Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated member of staff may discuss the case on a 'no names' basis with the MASH team.

Parental consent must be sought prior to the referral being made unless to seek consent would place the child or any other child at risk of further harm. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

Where significant factors are raised at an EHA review which indicate that the situation has not improved or deteriorated, a referral should be made for a complex case meeting using the online form. It is important at that point to let the parent/carer know that the referral is going to be made.

All referrals should be made in writing using the multi-agency form online. Urgent child protection referrals for a child who is at immediate risk of harm will be accepted by telephone but must be followed up using the referral form.

4.2.4 Attendance at Child Protection Conference and Core Groups

The designated member of staff will ensure that all relevant information held by the school is provided during the course of any child protection investigation.

The designated member of staff will ensure that the school is represented at Child Protection Conferences and Core Group Meetings:

- where possible, a member of staff who knows the child best will be nominated to attend
- failing that the DSL or deputy will attend
- if no-one from the school can attend, the DSL will ensure that a report is made available for meeting

4.2.5 Monitoring

Where a child is the subject of a Child Protection Plan and the school has been asked to monitor their attendance and welfare as part of this plan the following will happen:

- monitoring will be carried out by the relevant staff member in conjunction with the DSL
- all information will be recorded and shared at each conference and core group meeting
- the recorded information will be kept in the child's secure CP file and copies made available to all conference and core group meetings

4.3 Confidentiality and Information Sharing

All information obtained by school staff about a child and their family is confidential and can only be shared with other professionals and agencies with the family's consent.

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If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with Children's Social Care and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools must share any information about the child requested by CSC

Where appropriate, parental consent to making a child protection referral should be sought but, if withheld, the referral must still be made and parents made aware of this.

Parental consent to referral need not be sought if seeking consent is likely to cause further harm to the child. Before taking this step, schools should consider the proportionality of disclosure against non-disclosure; is the duty of confidentiality overridden by the need to safeguard the child?

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated member of staff.

4.4 LAC/SEND

Southfield is committed to ensuring that appropriate staff have all the relevant information regarding a looked after student. The designated person in charge of LACs is Mrs Sallee Carter, SENCO who has the responsibility for linking with the virtual school head to discuss how funding will best support the needs of the LAC. Mrs Carter will also liaise with the senior and deputy DSLs where appropriate.

Southfield recognises that there can be additional problems when dealing with safeguarding and child protection concerns of SEND students. It is important to fully investigate any such concerns and to recognise the impact that bullying can have on SEND students as well as understanding that there might be communication barriers and problems. In these cases the senior and deputy DSLs will work closely with the SENCO to ensure that the issues are carefully and thoroughly dealt with.

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4.5 CHILDREN MISSING IN EDUCATION

'All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority'

Southfield recognises that students who are missing in education are very vulnerable and at risk of abuse. The attendance officer will monitor students who are at risk of becoming missing in education and liaise with the senior and deputy DSL as well as with the local authority.

4.6 PRIVATE FOSTERING ARRANGEMENTS

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

If a member of staff suspects that a child is being privately fostered then they should report it to the senior or deputy DSL. It is an offence not to report a private fostering arrangement to the local council. The senior or deputy DSL should contact the carers and the local council.

5 SAFE LEARNING ENVIRONMENT

5.1 Safe recruitment

The school recognises that safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in the school are suitable do to so and do not pose any kind of risk.

The school will therefore carry out extensive enquiries on applicants for all positions, including voluntary and support roles and governors. No staff member, volunteer or governor will be allowed to take up posts until all checks and enquiries have been satisfactorily completed.

Any new member of staff recruited by the school will be appointed by a panel that includes at least one member who has completed safer recruitment training.

The school will also ensure that all current staff who have regular or unsupervised contact with children and young people have been subject to an enhanced DSB check.

Although the Headteacher will have day-to-day responsibility for the recruitment of staff, the nominated governor for safer recruitment will ensure that they maintain an overview of recruitment systems in order to scrutinise practise and ensure all statutory checks are carried out.

The Headteacher will ensure that a single central record of all staff that includes details of all checks carried out and the outcome of these checks is maintained for the school.

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Where staff working in the school are sourced by a third party provider e.g. supply agencies, the Headteacher/Governing Body must obtain written confirmation from the agency that the same safer recruitment checks which are required for the school's own staff, have been completed for supply staff. In relation to DSB Disclosures the written confirmation from the agency must confirm that relevant DSB Disclosures have been requested for an individual, whether or not the Disclosure has been received, and if received, whether it included any disclosure information. Where there is disclosed information, the school/setting must obtain a copy of the CRB Disclosure from the agency before the individual starts work.

5.1.1 Current practice

The school maintains a single central record of all staff, adults and volunteers who come into regular contact with children and young people which includes the following information:

- identity checks
- a check made to establish that the person is not barred from regulated activity relating to children
- checks made to establish that the person meets the requirements with respect to teacher/Headteacher qualifications and DFE number
- an enhanced criminal record certificate obtained in respect of the person
- further checks made because a person has lived outside the United Kingdom
- a check made to establish the person's right to work in the United Kingdom, and the date on which each such check was completed or the certificate obtained

When recruiting the school will:

- check the applicant's identity and immigration status i.e. the right to work in the UK from their passport
- where the applicant has been living abroad, make enquiries in the country of origin
- make extensive enquiries of referees, including previous and recent employers.

5.2 Volunteers

The Headteacher will ensure that unpaid volunteers where they have regular and / or unsupervised contact with children and young people, such as parents who accompany children and young people on residential school/setting outings or provide help in the classroom, are:

- subject to a DSB check
- undergo a recruitment process, such as reference checks and interviews, that is appropriate
- to the duties assigned to them
- competent to carry out the duties assigned to them
- only assigned duties that are suitable to their qualification and experience
- suitably supervised by teaching staff at all times

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- fully inducted in relation to all school policies and procedures.

DSB checks in respect of volunteers or parents who only accompany staff and children on one-off outings or trips that do not involve overnight stays, or who only help at specific one-off events e.g. a sports day, school fete, college open day will not be carried out.

5.3 Visitors

The school does not require a DSB Disclosure for those visitors who will only have contact with children on an ad hoc or irregular basis for short periods of time, or secondary pupils undertaking voluntary work or work experience in other schools. However, it is good practice to check to confirm the identity of visitors and to ensure they sign in and out, and are escorted whilst on the premises by a member of staff; or an appropriately vetted volunteer.

Responsibility for determining the requirement for DSB Disclosure of an individual visitor or contractor before being allowed access to the building, will rest with the Headteacher and/or Governing Body. This will be dependent on the level of access they are likely to have to children and taking into account Health and Safety requirements for contractors and safeguarding guidance. All visitors and contractors will be:

- informed to report to reception on arrival
- expected to wear a name-badge or carry some form of identification at all times when
- on the school/setting premises
- suitably supervised by school/setting staff at all times
- made aware of school/setting health and safety procedures.

The Headteacher and the school Governing Body will ensure that any contract entered into with contractors sets out clearly the expectations for worker's behaviour and the responsibility of contractors to monitor and ensure compliance with school policies.

Children will not be allowed in areas where builders are working for health and safety reasons, as well as for safeguarding purposes, so there should be no reason for contractors to have contact with them. However, the school will ensure that the contract for building projects makes it clear that any of the contractor's staff who come into contact with children must undergo appropriate checks. The contractor is also responsible for ensuring that any subcontractors they may use follow the same process.

If contractors will be able to access areas of the school where they will come into contact with children, the school will ensure that the areas can be monitored. The school should also ensure that all contractors sign in as visitors to the school site.

Visiting organisations such as theatre groups who will be performing for or working directly with children and young people will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding children and young people.

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5.4 Staff

5.4.1 Induction and training

- The Headteacher will ensure that all staff are fully inducted, are made aware of the school safeguarding policy and procedures and that staff are fully aware of their role in implementing these.
- The designated staff member will ensure that all staff are fully inducted with regard to the school's child protection procedures and that they receive safeguarding and child protection training on every 2 years. Principal elements of specific training should include the following:
 - Identification of the signs and symptoms of abuse
 - Relevant legislation and guidance
 - National and locally agreed procedures
 - Managing disclosures
 - Confidentiality
 - Recording and keeping safe records – transfer of information
 - How local statutory services are configured and referral processes
 - Making referrals
 - Contact with parents
 - Early Help Assessment
 - Training and supporting staff
 - Writing a policy, procedures and guidance for staff.

5.4.2 Allegations against staff

In the event that an allegation is made against a member of staff or volunteer, the school will follow Northamptonshire "Managing Allegations against staff " policy and procedures, including where the allegation concerned is against the Headteacher/Designated Staff member.

Any allegation regarding a member of staff must be reported directly to the headteacher.

5.4.3 Whistleblowing

(Link to whistleblowing policy)

Any member of staff who feels unable to raise issues concerning child protection failures internally should contact the NSPCC whistleblowing helpline on 08000280285.

5.4.4 E-Safety/Sexting

E-Safety is a whole-school responsibility. This will be led by a school senior manager responsible for e-safety who will draw upon support from colleagues and advisers with technological expertise to understand issues and problems. E-safety will form part of the school's Personal Social and Health Education curriculum in all year groups.

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Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Southfield recognises that this issue has become increasingly prevalent and is committed to educating students regarding the risk and acting promptly if a student is either deemed to be at risk from or has been involved in sexting.

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