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**SAFEGUARDING:  
CHILD PROTECTION POLICY &  
PROCEDURES  
WALES – JANUARY 2016**

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## Oakleigh House School

'We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment.'

The safety of our pupils is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported to our Designated Safeguarding Person or Lead (DSP or L).

<b>Contact names</b>	
Designated Safeguarding Person/Lead (DSP/LL)	Sarah Rees
Deputy Designated Safeguarding Lead (Deputy DSP/L)	Tracey Slee
Any other staff trained to DSP/L level	Rhian Ferriman Tamara Payne
Head	Rhian Ferriman
Cognita Assistant Director Of Education (email address)	Robin Davies robin.davies@cognitaschools.co.uk
Independent Chair of Safeguarding Governance Committee (SGC)	Patrick Atkinson

<b>Local Authority (LA) contact</b>	
Our school follows the safeguarding protocols and procedures in All Wales child protection procedures and those of our local safeguarding children's board (LSCB)	All Wales CP policy <a href="http://www.ssiacymru.org.uk/home.php?page_id=298">http://www.ssiacymru.org.uk/home.php?page_id=298</a>
The Local Authority Designated Lead Officer (LADO) for child protection	Paul Henwood  01792 637148
Local authority children's social services referral team	01792 635700
Local authority out of hours contact number	01792 775501
Where there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.	
Local Police Emergency	999
Local Police non-emergency	101

<b>Location of local authority safeguarding and child protection documents in school</b>	
Local authority documents, e.g. thresholds, referral forms and related guidance can be found:	Safeguarding Folder with the DSL

<b>National contacts</b>	
NSPCC Help Line	Tel: 0808 800 5000      Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Child Line	Tel: 0800 11 11

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**KEY FACTS:**

- ✦ **This policy applies to all pupils in the school and includes our Out of Hours Care. Any pupil under the age of 18 will be regarded as a child for the purposes of this policy.**
- ✦ **All staff have a responsibility for the implementation of this policy.**
- ✦ **Any concerns or allegations relating to an adult in school must be reported immediately to the Head. All other safeguarding concerns must be reported immediately to the Designated Safeguarding Person (DSP)/Safeguarding Lead (DSL) or in their absence to their Deputy.**
- ✦ **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Services immediately and where appropriate, the police (for example, if the person is deemed to be an immediate risk to children or if there is evidence of a possible criminal offence).**
- ✦ **The DSL/DDSL must report all concerns in accordance with local authority thresholds to Children's Social Services.**
- ✦ **All staff will act in accordance with the All Wales Child Protection Procedures 2008 and Keeping Learners Safe WAGC 158/2015 and have read and complied with Part One of DfE Statutory Guidance Keeping Children Safe in Education July 2015 (KCSIE).**
- ✦ **All safeguarding and child protection concerns must be treated with the utmost confidence.**
- ✦ **The DSL and Deputy DSL must report all concerns in accordance with local authority thresholds to Children's Social Services.**
- ✦ **Allegations of abuse in relation to adults must be dealt with in line with the associated policy.**

## **1 Introduction**

- 1.1. This policy is applicable to all pupils (including those in Early Years (EYFS) and it is available to all parents and carers via our school website and on request from the school office.
- 1.2. In line with legislation, our school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:
  - providing a safe, healthy learning environment that allows them to develop to their full potential;
  - safeguarding their welfare;
  - providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
  - ensuring safe recruitment practices in accordance with our Safeguarding: Safer Recruitment Policy;

- ensuring robust procedures for identification and referral where there are welfare or child protection concerns;
  - monitoring and supporting pupils who are subject to child protection plans or other multi-agency interventions and contributing to the implementation of their plan;
  - raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns;
  - teaching children to keep themselves safe and ensuring they know who to approach for help; and
  - promoting partnership with parents and professionals outside the school.
- 1.3. Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in keeping children safe.
- 1.4. We define safeguarding 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.
- 1.5. Safeguarding in school includes:
- ensuring pupil health and safety;
  - referring concerns or allegations about a child to the Local Authority promptly;
  - bullying;
  - all forms of abuse;
  - harassment and discrimination;
  - use of physical intervention;
  - teaching children to understand and manage risks;
  - meeting the needs of pupils with medical conditions;
  - providing first aid;
  - drug and substance misuse;
  - educational visits;
  - intimate care;
  - internet safety;
  - issues which may be specific to a local area or population, for example gang activity;
  - school security; and
  - emergency evacuation procedures.
- 1.6. Children are best protected when our staff are clear about what is required of them individually, and how they need to work together with other agencies, services and families. This policy must be read and understood by staff. Staff are also expected to have regard to and to be aware of the principles in Keeping Learners Safe 158/2015 and [in Working Together Children Act 2004/2008](#)); our practice is in keeping with such requirements.

- 1.7. Our policy has been prepared in accordance with Keeping Learners Safe 158/2015 and the All Wales Child Protection Procedures 2008 and in accordance with our legal duty as an independent school in compliance with the Independent School Standards (Wales) Regulations 2003, as amended from time to time.
- 1.8. All staff have access to the All Wales Child Protection Procedures and any local guidance such as City and County's 'Information and Guidance for Schools' document which sets out the framework for managing cases of allegations of abuse against people who work with children. This includes the duty to co-operate under section 10 Children Act 2004 to improve the well-being of all our children. Further details of our approach towards managing allegations against people in our school can be found in our separate policy, entitled Safeguarding: Procedures for Handling Allegations of Abuse Against Teachers and Other Staff 2016.
- 1.9. All school staff working with children have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters.

## 2 Principles

- 2.1. The child's needs are paramount, and the needs and wishes of each child will be put first so that every child receives the support they need, before a problem escalates. We call this early help or early identification. In particular, where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child, under section 47 of the Children Act 1989. Where concerned about the welfare of a child, all staff members should always act in the best interests of the child. Our Head and DSL will ensure the child's wishes and feelings are taken into account when determining what action to take and what support to provide to protect individual children. This will be facilitated by ensuring there are systems in place for children to express their views and to give feedback. The Assistant Director of Education, on behalf of Cognita, will ensure that our school staff do not promise confidentiality to the child and that staff always act in the interests of the child.
- 2.2. Safeguarding children is everyone's responsibility. If we are to be effective then each professional or adult in contact with our school will play their part in full. Everyone has a responsibility for keeping children safe.
- 2.3. Effective safeguarding systems are child-centred. We will respect children, hear their views, and ensure that stable relationships with our school staff are built on trust and the provision of consistent support for their individual needs. A child-centred approach is supported by the Children Act 1989 and Children and Young People: Rights to Action Framework 2004 WAG.
- 2.4. Action will also be taken by our school to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- 2.5. We are fully aware, and implementing, our responsibility to provide a safe learning environment for children to live, learn and play to ensure that no child is left behind and all children flourish in our care.

- 2.6. Our staff will always act professionally when we come into contact with children and families so that we are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to the children.
- 2.7. All our 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 have a responsibility to take appropriate action, working with other services as needed.
- 2.8. We will share information in a timely way and discuss any concerns about an individual child with colleagues, and the local authority children's social services. For further information, see below on Information Sharing.
- 2.9. As high quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making so that the right solution is found for each individual child.
- 2.10. We will contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.
- 2.11. We respect, and work in partnership with, the LSCB as they coordinate the work to safeguard children in our area. We make sure that our policy and practice is compliant with local procedures for child protection and safeguarding.
- 2.12. We will learn from any feedback within our school, across the Cognita Group, and from any of our LSCB serious case reviews. We do this so that lessons are learned in how to best safeguard children using a child-centred approach; based on a clear understanding of the needs and views of children. We understand that we must never lose sight of the views and needs of children in keeping with the *Children Act 1989 (as amended)*, the *Equality Act 2010* in ensuring favourable treatment to all, and the *United Nations Convention on the Rights of the Child (UNCRC)*. We know that research (Brandon et al, 2011) has shown that poor practice contributing to harm to children includes:
  - failing to act on and refer the early signs of abuse and neglect;
  - poor record-keeping;
  - failing to listen to the views of the child;
  - failing to re-assess concerns when situations do not improve; and
  - lack of challenge to those who appear not to be taking action.
- 2.13. We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.
- 2.14. As front line professionals working with children, we aim to make sensible decisions in areas such as pre-employment vetting requirements; making sure that we request checks which are common sense to keep children safe. See separate Safeguarding: Safer Recruitment Policy.

### **3 Early Identification**

- 3.1. Providing early help is more effective in promoting the welfare of children than reacting later. We are particularly alert to the potential need for early help for vulnerable children such as, those who are disabled or have specific additional needs: those who have

special educational needs; those who are young carers; show signs of engaging in anti-social or criminal behaviour; or whose family circumstances present particular challenges for the child (substance abuse, adult mental health, domestic violence, and/or who is showing early signs of abuse and/or neglect).

- 3.2. Staff have a responsibility in school to identify the indicators and triggers of abuse and neglect, to share such information with Children's Social Services, or in some cases the police, and work together to provide children and young people with the help they need. (See Appendix 1 for types and signs of abuse and neglect). Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL, or in their absence, the DDSL. All staff must read and understand the revised publication, What To Do If You Are Worried a Child is Being Abused DfE 2015. 'If it thought that a crime has been committed and/or a child is at immediate risk, the police should be notified without delay.' (Information Sharing, DfE 2015).
- 3.3. We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff receive appropriate training which is regularly updated to identify and respond early to abuse and neglect.
- 3.4. An important aspect of keeping children safe in school is the maintenance of a positive culture which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection. Staff are advised to maintain an attitude of 'it could happen here'. To this end, we also have clear whistleblowing procedures which are suitable referenced in all staff training including induction, and our Code of Conduct (see separate policies).
- 3.5. These processes are in place to ensure that issues about safeguarding and promoting the welfare of children are addressed in our school by all staff who feel able to raise concerns, and feel supported in their safeguarding roles.

## 4 Disclosures

- 4.1. Whenever a child discloses that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical harm or sexual abuse to others, our role will be limited to listening carefully to what the child says in order to:
  - clarify the concerns;
  - offer reassurance that their concerns are being taken seriously;
  - explain what action will be taken and within what timeframe, including (as age appropriate) their view on the consequences and significance of a referral to children's social care;
  - make clear that irrespective of the child's view, we have a professional responsibility to take whatever action is required to ensure their safety and the safety of other children and without:
  - cross examination, leading the child, pressing them for information, or giving them false assurances of absolute confidentiality since this could prejudice police or other agency investigations; especially in cases of sexual abuse.

## **5 What staff should do if they have a concern**

- 5.1. Staff members must immediately refer all concerns and allegations against staff members to the Head. All other safeguarding concerns must immediately be referred to the DSL or in their absence the DDSL.
- 5.2. The DSL/ DDSL will usually decide whether to make a referral to Children's Social Services, but it is important to note that any staff member can refer their concerns to Children's Social Services directly. For example, in an emergency, or where there is a genuine concern that appropriate action has not been taken it may be relevant and necessary for a staff member to contact Children's Social Services directly.
- 5.3. The DSL/DDSLS will immediately refer to the Local Authority Children's Social Services all cases where it is considered that a child either:
  - has suffered significant harm or is likely to do so; or
  - has or may have suffered abuse
- 5.4. Where these cases involve allegations against members of staff the Head will inform the LADO in accordance with the local procedures set out at paragraph 20.5 below.
- 5.5. Where a crime may have been committed or where otherwise deemed appropriate (for example, if there is an emergency and a child is in danger) the Head/DSL/Deputy DSL will also refer the concerns to the police, either through the Designated Officer or separately.
- 5.6. If a member of staff has concerns about children who may be at risk of being drawn into terrorism they must refer these to the DSL in accordance with paragraph 5.1 above (see the School's Preventing Radicalisation policy).
- 5.7. If staff have a concern that a child may have been the victim of female genital mutilation (FGM) they should follow the reporting procedures set out at 20.10 below.
- 5.8. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. Anybody can make a referral.
- 5.9. Where children and families would benefit from co-ordinated support from more than one agency (for example education, health, housing, police), we will respond according to our Local Safeguarding Children Board ("LSCB") procedures to ensure there is an inter-agency assessment such as the Common Assessment Framework ("CAF"), Early Help Assessment ("EHA") or the Team around the Child ("TAC"). The CAF/EHA/TAC will help us to identify what the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. We will liaise closely with the LSCB, including acting as lead professional where appropriate, and act in accordance with local children's social services procedures. If parents and/or the child do not consent to an inter-agency assessment, then we will discuss with the lead professional whether a referral into children's social services may be necessary.
- 5.10. We will contribute to any assessment as required, providing information about the child and family. We will send a suitably trained DSL to contribute to any strategy discussion or child protection conference, and work together to safeguard any child from harm in the future.

- 5.11. We understand that within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required and inform us, if we have been the referrer, whether:
- the child requires immediate protection and urgent action is required;
  - the child is in need, and should be assessed under section 17 of The Children Act 1989;
  - there is reasonable cause to suspect that the child is suffering or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of The Children Act 1989;
  - any services are required by the child and family and what type of services; or
  - further specialist assessments are required in order to help the local authority to decide what action to take.
- 5.12. Where we have received no reply from children's social services about the type of response that is required within 24 hours of a referral or where the child's situation does not appear to be improving, we will immediately inform the appropriate line manager in children's social services to establish progress and/or press for reconsideration. Concerns should always lead to help for the child at some point. We are aware that the maximum timeframe for an assessment to be concluded by children's social services, and for a decision to be reached, should be no longer than 45 days from the point of referral.

## 6 Informing parents/carers

- 6.1. We will tell the parent/carer(s) about any allegation as soon as possible if they do not already know of it. However, we will not do so in cases where a strategy discussion is required or where police or children's social care services need to be involved. In these cases, we will consult with those agencies and agree with them what information can be disclosed to the parent/carer(s). We will keep parents/carer(s) informed about the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Where a disciplinary hearing is held, we will not normally disclose to the parents/carer(s) either the deliberations of the hearing or the information taken into account in reaching a decision, but parents will be told of the outcome in confidence.

## 7 Harm test

- 7.1. We understand that there are no absolute criteria on which to rely when judging what constitutes significant harm. Harm is defined as ill treatment or impairment of health and development which may include impairment suffered from seeing or hearing the ill treatment of another. We understand that our LSCB procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning

or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

7.2. We will refer to our LSCB threshold guidance which includes how we access local services and the type of help to be provided. This includes the level of need for when a child should be referred to the local authority children's social services for assessment and for statutory services under:-

- section 17 of the Children Act 1989 (children in need);
- section 47 of the Children Act 1989 (safeguarding/child protection);
- section 31 of the Children Act 1989 (LA care proceedings); and
- section 20 of the Children Act (duty by LA to accommodate a child)

## 8 Allegations against other children

8.1. We will refer cases to the local authority when they include suspected allegations against other children as well as adults. In such cases, all pupils involved will be treated as 'at risk'. The management of the conduct of children and young people is explained within our school behaviour policy and procedure and includes our sanctions and rewards hierarchy. However, when there are allegations against other children which involve safeguarding matters, members of staff will consider firstly consulting the DSL or in their absence the Deputy DSL. For example, threats and intimidation, blackmail, indecent touching or sexual assault, photography of inappropriate content or filming, sexting, violence, particularly when this may be a criminal offence or present risks to other children. Our procedures require us to make a factual record of the allegation but not to investigate until specialist advice is sought from children's social services via the DSL/Deputy DSL. If a referral is required, then there will be separate strategy discussions held regarding (a) the alleged perpetrator and (b) the alleged victim. Where outside agencies subsequently discontinue their involvement, the school will investigate the allegation internally.

8.2. If there are any safeguarding risks, a risk assessment plan will be written which may include reference to more appropriate supervision arrangements to safeguard children. This will be monitored and strategies evaluated over time. It will be remembered that children who engage in abusive behaviour may have been subject to abuse from other children or adults, so additional sensitivity will be required outside the normal school discipline code. Please see the School's separate Risk Assessment policy for further details.

8.3. The age and understanding of the alleged perpetrator must be considered throughout all decision-making. Staff will distinguish between exploratory play that is appropriate to a child's developmental stage as distinct from peer sex abuse, and consideration will be given to elements of coercion, violence and disparity in the ages between the abusing and abused child. Allegations of peer sex abuse must be referred to children's social

services, following LSCB procedures for the area our school is based. The Head will ordinarily ensure that involved children are kept separate to avoid collusion or intimidation, until enquiries are complete. The School will not talk to the children about the incident other than initially establishing what is alleged to have taken place, but will keep a log of actions, discussions and decision. The School will contact parents of the involved children and request that parents do not discuss the matter with each other until children's social services complete their enquiries. If the situation warrants it, for example, local interest or press coverage, the School should send a letter to all parent/carer(s) of children in the school, giving appropriate information about the situation following advice from Head Office. The wishes of the abused child and their parents should be appropriately considered in any decision-making.

### **9 Illness and Injuries**

- 9.1. Serious injuries or illnesses will be dealt with in accordance with our procedures for reporting and recording accidents and injuries. Consequently, we will seek medical attention immediately from accident and emergency services, informing children's social care where appropriate, and the duty paediatrician at the hospital. We obtain prior written consent from parents to seek such emergency medical treatment and advice which means that we never delay in obtaining swift medical attention while waiting for parents to arrive or to call us back; including on school trips.

### **10 Record Keeping**

- 10.1. Clear, up to date and accurate record keeping is essential to the effective management of safeguarding within our school. Not only will it help to ensure that patterns of abuse are identified but it will also help to ensure that children receive the right help at the right time.
- 10.2. All staff will take a record of any safeguarding related discussions with the child and/or the parents. The Head (in relation to allegations of abuse) and the DSL/DDSL (in relation to all other safeguarding concerns) will keep a record of all safeguarding discussions with staff members, Cognita and external agencies. All such records and all information provided to children's social services will be kept by the DSL in one central and secure safeguarding file. All decisions and actions taken with times and dates are clearly noted and signed.
- 10.3. The DSL is responsible for passing any safeguarding record relating to an individual child on to any successor school separately from the main child record file, keeping a copy in school. We will ensure that this record is passed by hand or other secure delivery means, where a confirmation of receipt can be maintained.

### **11 Training**

- 11.1. All staff (including volunteers and the Head) in our school receive annual internal up-to-date refresher training (in line with advice from the LSCB) from our DSL to ensure that

they are fully aware of the systems in school which support safeguarding of children and these are explained to new staff and volunteers as part of our induction process. This is in addition to our external [three] yearly safeguarding, including child protection, training for all staff. Any internal training closely follows the guidance produced each year from our LSCB and/or other topics relevant to safeguarding our learners. Training (including induction training) for staff, temporary staff and volunteers includes training on our Safeguarding and Child Protection Policy and Procedures, our Managing Allegation of Abuse Policy, our Preventing Extremism and Radicalisation Policy, our Risk Assessment Policy, our Equality Policy, and our Emergency Evacuation Procedures. It also includes information on how to contact our DSL, Deputy DSL and our LSCB, and a copy of Part 1 of KCSIE (July 2015). All members of staff are required on induction to read our Code of Conduct, including neutral notifications and sign to accept that they understand the implications for safer work with our children and young people. Our school induction includes mandatory familiarisation with child protection responsibilities and procedures to be followed if anyone has concerns about a child's safety or welfare.

- 11.2. The DSL and Deputy DSL undertake updated child protection training at least every two years. This includes local inter-agency working protocols and training in the LSCB's approach to Prevent duties. For further information about this training please see Appendix 3.

## 12 Out of Hours Care

- 12.1. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. As a provider of after school and holiday care, we have a duty to comply with the safeguarding and welfare requirements of the National Minimum Standards for Regulated Child Care (2012) which includes 20.1 - 20.6:
  - 12.1.1. The protection of the child is the first priority and it is everybody's responsibility.
  - 12.1.2. There is a written child protection policy in place. The policy should demonstrate its awareness of the Local Safeguarding Children Board (LSCB) and All Wales Child Protection Procedures. In producing this policy, the registered person must also be familiar with the Welsh Government's Safeguarding Children: Working Together under the Children Act 2004 guidance.
  - 12.1.3. The child protection policy is shared with parents before a child is admitted and clearly states staff responsibilities for reporting suspected child abuse or neglect. It includes contact names and telephone numbers and the procedures to be followed in the event of an allegation being made against a member of staff or volunteer and the implications for disclosure of information.
  - 12.1.4. A designated member of staff has attended a child protection training course and is responsible for liaison with child protection agencies in any child protection situation.
  - 12.1.5. Any persons working and looking after children are able to put the policy into practice and are aware of safeguarding and child protection issues, including

physical abuse, neglect, emotional abuse and sexual abuse and are able to implement the procedures.

- 12.1.6. Staff are aware of their responsibility to report concerns according to LSCB procedures without delay.
- 12.2. We take all the necessary steps to keep children safe and well, as detailed in the following procedures:-
  - 12.2.1. We ensure the suitability of adults who have contact with children, we promote good health, manage behaviour well, maintain very good records, policies and procedures accordingly.
  - 12.2.2. We report all allegations of serious abuse or harm by any person living, working or looking after children whether on school premises or elsewhere to our local children's social services immediately and/or LADO no later than within one working day.
  - 12.2.3. We fully comply with the staff/child ratio requirements applicable to each age range of children in keeping with paragraph 15.12 of the National Minimum standards for Regulated child care.
  - 12.2.4. We meet our responsibility under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm, committed a criminal offence related to a child or behaved in a way that indicated they are unsuitable to work with children.
  - 12.2.5. We ensure that we support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
  - 12.2.6. All our paediatric first aid training is relevant for workers caring for young children and where relevant to our intake, babies.
  - 12.2.7. We comply with requirements of health and safety legislation including fire safety and hygiene.
  - 12.2.8. We ensure that our premises, including floor space and outdoor spaces, are fit for purpose and suitable for the age of our children cared for, and the activities provided on the premises.
  - 12.2.9. We do not allow smoking in or on our premises.
  - 12.2.10. We ensure that we take all reasonable steps to ensure staff and children in our care are not exposed to risk and we are able to demonstrate how we are managing risks.
- 12.3. These Out of Hours policies and procedures are in addition to the policies and procedures outlined in this policy and in the school's separate policies contained in the 'Code of Conduct', 'Procedures for Handling Allegations of Abuse Against Teachers and Other Staff' and 'Safeguarding: Safer Recruitment', all of which will apply.

## 13 Professional Expectations

- 13.1. Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.
- 13.2. All our staff are aware of the behaviour expected of them as described in the Welsh Government Guidance Revised Professional Standards for Education Practitioners in Wales 020/2011. These standards also apply to trainees, support staff, inductees, Newly Qualified Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct.

## 14 Curriculum

- 14.1. Our curriculum is flexible, relevant and engages pupil's interest. We use our approach to teaching and learning to promote safeguarding, including through teaching pupils how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. Personal, social, health and economic (PSHE) education is a planned programme of learning through which children and young people acquire the skills, knowledge and understanding they need to manage their lives. PSHE education plays a crucial part in teaching children and young people to recognise dangers and harmful situations as well as increases their awareness of preventative actions they can take to keep themselves safe and build resilience, including to radicalisation. We also use PSHE and ICT classes to teach children about the safe use of electronic equipment and the internet, and in particular about the risks posed by adults and young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and other adults. We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. Safeguarding is also as much about pupils' emotional and mental well-being as it is about their physical well-being. We create a culture of care where pupils are tolerant and respectful of each other and accept individual differences. There is a strong approach to developing social and emotional skills in our school so that as pupils mature they are able to reflect on their own and other's rights and responsibilities. Children and young people have confidence in our school and trust the adults who work with them. Staff are approachable and helpful. Pupils feel secure and well protected, which is reflected in their positive attitudes to school.
- 14.2. The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. There are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so. Our duty to promote and

safeguard the wellbeing of children is in part achieved by raising awareness of illegal, unsafe and inappropriate behaviour.

### 15 Work with Parents and Carers

- 15.1. We work in partnership with parent/carer(s). In doing so, we will ensure that they are aware that our school has a duty to report concerns that we may have over the safety or well-being of a pupil as part of our statutory duties to protect children from significant harm/neglect. Parent/carer(s) will also be reminded that, where appropriate, any referral will be discussed with them before the referral will be made. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where children's social care or the Designated Officer(s) have advised as such.
- 15.2. Where a known social worker is already involved with the family, we will inform them of our concerns and actions accordingly. Parent/carer(s) are obliged to inform us of any external agency involvement in keeping with our school's terms and conditions.
- 15.3. All our staff are aware that they may be asked to support social workers to take decisions about individual children. While in our school, our DSL plays a pivotal role. However, in their absence or the absence of the DDSL or Head, it is everyone's responsibility to take appropriate action in accordance with LSCB child protection procedures.
- 15.4. We share the following information with our parents and carers.

*'The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection and to be safe in our school.'*

*The School is required to have rigorous policies and procedures in place to safeguard children. The School has several members of staff who have undertaken specialist training. One member of staff takes on the role of Designated Safeguarding Lead (DSL) to lead on safeguarding and child protection concerns. If staff have any concerns about a child then we follow the procedures outlined in our policy which may include reporting concerns to Children's Social Care within the Local Authority. It may be helpful to know that the law places a duty on the Head and their staff to report any obvious signs or suspected cases of child abuse – which include physical abuse, neglect, emotional abuse and/or sexual abuse. The procedures are intended to protect children at risk and all schools nationally are expected to take the attitude that where there are grounds for concern it is better to be safe than sorry. This does mean that school staff risk upsetting some parent/carer(s) by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents and carers would accept that the staff acted in what were believed to be the child's best interests.*

*In line with government requirements the school maintains a central list of checks on appointed staff and adults who work in or visit the School. Any volunteer or parents working in the school are subject to background checks. The School has an agreed 'Safeguarding Policy and Child Protection Procedures' and a separate policy on*

*Procedures for Handling with Allegations of Abuse Against Teachers and other Staff'. These are available on the school website.'*

- 15.5. Parents are reminded that in matters of parental contact or responsibility or residence, the school will not act as a mediator for or take sides between parents. The school will seek to protect the interests of the child, first and foremost. Any parent asking the school to become involved in contact disputes must refer such matters to the appropriate authorities, such as the court and CAFCASS/NSPCC. Parent/Carer(s) should be aware that in any case where the school believes a child may be at risk of significant harm, the child will be referred to the appropriate relevant agency to protect the child, including from being at risk of emotional harm. Contact or any other court orders relating to a child in the school's care must be given to the school by the parent/carer(s) so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions.

## **16 Confidentiality**

- 16.1. All staff are likely to have access to confidential information about the children and young people with whom they work in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information about the child and family. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

## **17 Information Sharing**

- 17.1. If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Head or DSL in school. Any actions should be in line with locally agreed information sharing protocols (LSCB). While staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to provide or agree confidentiality with a child. Neither will they request this of a child or young person under any circumstances.
- 17.2. While the Data Protection Act (1998) places duties on us to process information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or young person being placed at risk of harm. "Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns." (Sharing Information, DfE, 2015) Information which we share will be proportionate to the needs of the child and level of risk. It will be relevant, adequate, timely, accurate and secure. All information sharing decisions are recorded, irrespective of the decision. If we are in any doubt, we will consult Cognita's data protection adviser via Head Office.

## **18 Roles**

### ***The Proprietor***

- 18.1. As proprietor, Cognita Schools Limited ("Cognita") is responsible for ensuring that the safeguarding policies, procedures and training in the School are effective and that they comply with the law in this area.
- 18.2. As proprietor Cognita is responsible for:
- ensuring that the school has a suitable child protection policy in place together with a staff behaviour policy and that this is made available to parents and to staff on induction.
  - ensuring that the school operates safer recruitment procedures and makes sure appropriate checks are carried out on those who work with children.
  - ensuring that the school has appropriate arrangements to deal with children who go missing from education (please see the school's separate policy)
  - ensuring that the school has appropriate arrangements for dealing with concerns and allegations against (a) all staff, including temporary staff and volunteers; and (b) other children.
  - ensuring that all staff undertake regular child protection training and that the above safeguarding procedures are understood and implemented by staff throughout the school.
  - Ensuring that the school's safeguarding procedures set out above take into account the procedures and practice of the LSCB.
  - appointing the DSL and Deputy DSL who should undergo child protection training (including Prevent duty training) every two years.
  - ensuring that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
  - ensuring that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2015 and paragraph [ 17 ] above.
  - undertaking a twice yearly governance check of the effectiveness and implementation of the school's policies and procedures relating to child protection.
  - liaising with the Designated Officer(s) and designated officer(s) from partner agencies in the event of allegations of abuse made against the head or a member of Cognita.
  - ensuring that children are taught about safeguarding, including online.
  - ensuring that child's wishes and feelings are taken into account when determining what action to take.
  - ensuring that staff do not promise confidentiality and always act in the interests of the child.

### ***The Head***

- 18.3. The Head will ensure that:-

- staff are aware of their responsibility to provide a safe environment in which children can learn and wherever concerned about welfare of a child always to act in the best interests of a child.
- staff are fully aware of the school safeguarding and child protection policies and systems (including the school's policies on 'Safeguarding and Child Protection', 'Procedures for Handling Allegations of Abuse Against Teachers and other Staff', 'Code of Conduct' and 'Safeguarding: Safer Recruitment') and that these policies and systems are fully implemented;
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns and to work with other services as needed;
- The designated safeguarding lead (DSL) is given sufficient time and resources to carry out their responsibilities;
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning pupils at the school;
- safer recruitment practice is followed whenever recruiting to posts or welcoming volunteers;
- the school offers a safe environment for staff and pupils to raise concerns about poor or unsafe practice;
- appropriate action is taken whenever an allegation is made against a member of staff; and
- safeguarding issues are referred in line with local authority guidance and protocols.
- the DSL is sufficiently knowledgeable and competent to undertake their role effectively.
- there is always cover provided on site for the DSL senior role in our school, in the form of a deputy designated safeguarding lead (Deputy DSL).
- the policies and procedures adopted by Cognita and the school, particularly referrals of suspected abuse and neglect, are followed by all staff, including during offsite activities, work experience and e-safety matters.

### ***Designated Safeguarding Lead (DSL)***

- Our DSL has lead responsibility for safeguarding and child protection in our school.
- Our DSL is a member of our Senior Leadership Team (SLT) but it is not the Head. Our Head ensures that they have the appropriate authority, and have the time, funding, appropriate training, resources and supervision to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions - and/or to support staff to do so - and to contribute to the assessment of children.
- The job description for our designated lead covers the information contained in Appendix 3.
- The DSL/Deputy DSL role is to support school staff to recognise the needs of children, including rescue from possible neglect or abuse, taking lead responsibility for child protection issues, liaising with the local authority and working with other agencies. This includes discussing any concerns teachers have in school about

children's welfare with the local authority, to decide on any appropriate, prompt referral. Their role also includes empowering and training all staff in school so that they are competent in working with external agencies and reporting to the Assistant Director of Education on the effectiveness of safeguarding policies and procedures in practice.

### 19 Vulnerable Situations

- 19.1. We pay special care to ensure that no child or adult is left in a potentially vulnerable situation, for example when working one to one. As a general rule, one to one work is avoided. However, there are occasions when it is appropriate, e.g. intimate care, specialist music or languages tuition. Where this takes place, the Head will risk assess the teaching or work space and make appropriate provisions to ensure the safeguarding of all parties.
- 19.2. Where the school has a child on roll who is deemed looked after by the local authority, the school will nominate a suitably trained designated teacher with responsibility for looked after children. This person acts as the key link with the local authority to ensure that staff have up to date assessment information, the most recent care plan and contact arrangements with parents.

### 20 Other relevant Safeguarding Policies

- 20.1. Prevent Duty: Under section 26 of the Counter-Terrorism and Security Act 2015, we have a duty to prevent people from being drawn into terrorism (Prevent duty). Protecting children from the risk of radicalisation remains part of our school's wider duty to safeguard children and young people. *"Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism...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."* (KCSIE, July 2015). We are alert to any possible signs which contribute to vulnerability such as family, friends or online influences as well as any changes in behaviour which could indicate a child may be in need of help or protection. We carry out risk assessments of vulnerable children and young people accordingly, work in partnership with other agencies and the family, and ensure staff are suitably trained and supported in keeping with our LSCB procedures. Further details of our school procedures are set out in our Safeguarding Preventing Extremism and Radicalisation policy.
- 20.2. Whistleblowing: All staff, including volunteers, are encouraged to report any concerns about poor or unsafe practice and potential failures in our arrangements to safeguard children. We have separate whistleblowing procedures which apply. These are outlined in our school's separate policy. Our approach to whistleblowing is contained also within our Code of Conduct for staff. Furthermore, we actively promote any notification of concerns through our neutral notification form within the Code of Conduct so that

individuals can share information about their concerns as early as possible. This helps us to keep an open culture in our school.

- 20.3. E-safety: We aim to protect pupils and staff and ensure they feel safe at all times, including when using new technology and accessing the internet. We have mechanisms in place to deal with any incidents, including offensive emails, and any sanctions are applied to pupils in keeping with our behaviour policy. However, we also pride ourselves in educating our pupils to understand and respond to such risks (including the sharing of concerns with a responsible adult). We promote safe practice at all times and seek to develop a culture of e-safety in school. All teaching and non-teaching staff are able to recognise e-safety issues and it is a priority for school leadership staff. At least one member of staff has relevant accredited training. For further detailed information, please see our separate policy.
- 20.4. Anti-bullying: Cognita Schools has associate membership of the Anti-Bullying Alliance. This is part of our commitment in all our schools to eradicate and tackle any bullying. We are aware that this is a safeguarding matter and we also hold a separate policy which describes our approach towards the prevention of all types of bullying in more depth. We aim to ensure that our children are empowered to say 'No' to bullying and we keep a record of all such incidents, reviewing these termly at our compliance and safeguarding meeting. We keep our [governors] well-informed about our strategies in school, and we make our policy available for parent/carer(s). In keeping with the *Equality Act 2010* we take very seriously our duty to take steps to eliminate harassment, victimisation and other behaviour prohibited by the Act. For further details, please see our separate policy.
- 20.5. Procedures for handling concerns or allegations of abuse against staff: We adhere to our local authority procedures for reporting any referral which is in keeping with our separate written policy, Handling Allegations of Abuse Against Teachers and Other Staff. Any concern or allegation of abuse against any member of staff or other adult in school must be reported to the Head who will consult with the LADO immediately, and in any event within one working day. Where we have reason to believe that a criminal offence may have been committed, we will, in consultation with the LADO, inform the police. On conclusion of the case, we will refer the matter, in consultation with our LADO, to the DBS where we believe that a person may have harmed a child, or poses a risk of harm to a child, caused a child to be harmed, put a child at risk of harm, attempted to harm a child or incited another to harm a child (physical, emotional, sexual or neglect) or if there is reason to believe the member of staff has committed one of a number of listed offences under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 (as amended) and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. We are aware that referral to the DBS is a legal duty and failure to refer when the criteria is met is a criminal offence. Malicious allegations by pupils or members of staff will be dealt with in accordance with our discipline policy. In the event that a malicious allegation of abuse is made by a third party, we may ask the police to take appropriate action. For further details, please see our separate policy. Separate consideration will also be given to a GTCW referral. For further information, please see

the school's policy entitled Safeguarding: Procedures for Handling Allegations of Abuse Against Teachers and Other Staff.

- 20.6. Where it is also suspected that a child is suffering, or likely to suffer, significant harm, then children's social services will also be contacted regarding a strategy discussion about the child. The Designated Officer retains overall responsibility for oversight of our procedures and liaison accordingly with the relevant LSCB. The Designated Officer will provide advice and guidance to our school's case manager. Where the allegation is about the Head, the case manager will be the Assistant Director of Education who will deal with the matter immediately.
- 20.7. Domestic violence: We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services where the child is at risk of significant harm and/or neglect.
- 20.8. Drug/alcohol abuse: If a parent or carer appears to be under the influence of alcohol or drugs or to be distressed and unable to provide appropriate supervision for their child when they collect them from school, the DSL should be notified immediately and will refer the matter to children's services where the child is at risk of significant harm or neglect. Any known agency already involved with the child or family will be informed. Children and young people affected by their own or others' drug and/or alcohol abuse, including tobacco, all illegal drugs, medicines, 'legal highs' and volatile substances, should have access to appropriate support from local services. Our nominated senior member of staff will contact parents the same day. They will also be the key person in liaison with local services such as the police. Sanctions will be applied in keeping with the school's behaviour policy and parent-school contract. We reserve the right to search pupils safely if we have reason to believe that they are in possession of any such substance which may cause harm to themselves or to others, and that would breach the school's code of conduct. This school is a smoke-free site. We expect any parent in this situation to make full use of external local support agencies to provide early support for their child.
- 20.9. Child sexual exploitation: This refers to exploitative situations, contexts, and relationships where those aged under 18 receive something such as food, drugs or alcohol, gifts, money or simply attention as a result of them engaging in sexual activities. We are aware that sexual exploitation can take many forms ranging from the outwardly 'consensual relationship' to organised crime involving gangs or groups. What marks out exploitation is an imbalance of power in the relationship. It can happen through the use of technology without children realising. The perpetrator may befriend the pupil who becomes groomed into believing there is a relationship between them, or there may be

an imbalance of power between the pupil and the perpetrator, often with a significant age gap. Sometimes young people are passed through networks, crossing towns and cities, forced to have sexual activities with many people (sex parties). As a school we work closely with parents and other agencies and we are alert to the potential signs of exploitation. For example, any young person missing for periods of time or regularly returning home late, developing into a pattern, disengagement from education, unexplained gifts, risks of sexual health issues, etc. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse. We will listen to young people and take any disclosure seriously, sharing information with other agencies as necessary.

20.10. 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.” (KCSIE, July 2015) Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons. We are aware that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject. We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM because it is child abuse and has long-lasting harmful consequences. We follow our LSCB procedures since any such child is at risk of significant harm through physical and emotional abuse. It may also be considered as sexual abuse. We are alert to the range of potential indicators that a girl may be at risk of FGM. Warning signs include where there is a known community who practices FGM, talk of a long holiday, excused swimming and/or PE for no apparent reason, a special ceremony, where the mother, sister or other female relatives are known to have undergone FGM. From October 2015 all teachers will be subject to a statutory duty to report to the police cases where FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils. Where a teacher discovers that an act of FGM appears to have been carried out (either through disclosure or visual evidence) on a pupil he or she must report it immediately to the DSL/Deputy DSL and to the police. The DSL/Deputy DSL should involve children's social care as appropriate and follow local safeguarding procedures.

20.11. Forced marriages: A forced marriage is a marriage that takes place without the full consent of both parties and is characterised by the presence of duress (emotional pressure with physical abuse). We believe that it is entirely separate from an arranged marriage where both parties consent. Forced marriage is an abuse of human rights and a form of domestic child abuse. In keeping with the Forced Marriages Unit ('FMU') advice, we will consult local agencies (police and children's social care) and the FMU if we believe that a young person is being coerced and forced into marriage. We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or

depression, domestic violence or running away from home. We will contact the FMU for advice where necessary on 020 7008 0151 and follow our LSCB child protection procedures; following notification to our DSL.

- 20.12. Children who sexually abuse: It is clear that some children and young people, including adolescents, engage in sexualised behaviour which can be abusive to others. This can sometimes be indicative of other needs such as educational needs, learning difficulties, post-traumatic stress disorder or conduct disorders. We work in partnership with local agencies to safeguard and promote the welfare of all our children, including those who exhibit sexualised behaviour. We are also mindful that children who sexually abuse others may be or have been victims of abuse themselves. We will carry out appropriate risk assessment to manage such situations and we will work in partnership with children's social care to ensure that any child who exhibits worrying sexual behaviour will get the treatment and support they require to protect them from harm and to prevent abuse of other children. We will also liaise with police where necessary. Sexual abuse by children and young people is a serious matter but the majority do not go on to abuse others into adulthood.
- 20.13. Learning outside the classroom (educational visits): Our policy and procedures are outlined in a separate policy. We believe strongly that our children benefit from a wide and rich learning environment within school and beyond. As such, we seek opportunities to extend children's learning through an enriching programme of out of school activities, both day and residential. We place children's safety at the heart of our policy and practice. We use Evolve to record and evaluate our trips and visits. Category C (higher risk) trips are approved by the Head and Head Office, Cognita Schools. We adhere to our published guidance and carry out rigorous risk assessments of each and every trip which is outside of the day to day curriculum planning. Our pupils carry ID cards and we ensure that all staff and volunteers accompanying our Category C trips have enhanced Disclosure and Barring Service checks, including barred from working with children list checks. We take care to ensure that all our trips are safely managed so that pupils have a safe but exciting and enjoyable learning experience.
- 20.14. Photographing children at school events: We seek permission of parents for all photography when any child joins our school as a matter of course. However, we are aware that unless a child has special circumstances involving a need to protect their identity (such as witness protection or a family fleeing domestic abuse), there are no child protection issues involved in parents or other relatives wanting to photograph their children taking part in activities such as sports or drama events. Consent is not required for personal use but it is for commercial or publicity purposes and for data protection purposes. When we publish photographs of children we do not provide the full name of the child with the photograph, in order to safeguard their welfare.
- 20.15. Missing pupils: Schools need to be aware of those pupils who are persistently absent or missing from school as this may be an indicator of welfare concerns. Missing pupils will be referred to the local authority children's social services. Where a parent notifies the school that they are removing the pupils so they can be educated at home, the school will notify the local authority children's social services. Schools must be aware of their

role to prevent children from missing education, and placing themselves at potential risk by so doing. Please see our Attendance and Lost or Missing Children Policies.

- 20.16. Privately fostered pupils: A privately fostered child is a child or young person aged up to 16 (or 18 if disable) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. Schools have a responsibility to notify the local authority children's social services of any pupil known to be privately fostered in line with The Children (Private Arrangements for Fostering) (Wales) Regulations 2006.
- 20.17. Young carers: Young carers are children who frequently take on responsibility for looking after parents or siblings, carrying out household tasks such as cleaning and cooking beyond what would normally be expected of a child of their age. This may be due to parental disability or ill health. Being a young carer can severely restrict a child's life and can lead to poor educational outcomes and social isolation. If schools believe a pupil to be a young carer, they should seek advice from the social services team. Further details can be found at [www.family-action.org.uk](http://www.family-action.org.uk).
- 20.18. Children staying with host families: We may on occasions make use of arrangements to use host families where, for short periods, children may be provided with overnight care and accommodation by a host family to which they are not related. This is most likely to take place as part of a foreign exchange visit or sports tour, for example. We are fully aware that such arrangements could be deemed private fostering under the Children Act 1989 or the Safeguarding Vulnerable Groups Act. For our children, if payment is made for such an arrangement, or if it is not made privately between families, the private fostering could amount to regulated activity in school or via a third party agency which would mean that a DBS enhanced check and barred list check would be required - regardless of the duration of the arrangement. Where parents make such arrangements themselves or take the responsibility for the selection of the host parents themselves, this will be a private matter between the child's parents and the host parents and in these circumstances the school will not be a regulated activity provider (ie requiring DBS checks). If any member of staff or volunteer becomes aware that a child under 16 (or 18 if disabled) attending our school may be in private fostering, they will raise this concern with the DSL in the first instance. Our DSL would then notify the local authority, Children's Social Services of such circumstances so that a check can be made by the LA that the arrangement is suitable and safe for the child. For further information regarding host families for educational visits overseas, please see our separate policy Learning Outside the Classroom (2015).

## 21 Monitoring & Evaluation

- 21.1. This policy; our Handling Allegations of Abuse Against Teachers and Other Staff Policy; our Safeguarding: Code of Conduct; and our Safeguarding: Safer Recruitment Policy and

our Preventing Radicalisation Policy shall all be reviewed annually by our DSP/L with the Head, in consultation with the Director of Human Resources at Cognita Head Office. These policies shall be shared with all staff and made available on the school website.

- 21.2. Approval is sought for any amendments from the Cognita core policy via the Education Executive and fully recorded at a Safeguarding Governance Committee (SGC) meeting.
- 21.3. Reporting on any incidents is kept strictly confidential and on a need to know basis as described above. In addition to reporting obligations to the DSP/L, Deputy DSP/L, LADO, police, Estyn or children's social services, serious incidents are reported via the Cognita Serious Incident Reporting Form (SIRF) to Cognita HO for review at the UK Compliance Committee.
- 21.4. Termly updates in implementation of this policy are reported to the DSP/L with a view to determining whether any improvements should be made to the school's policies or practices.
- 21.5. Safeguarding is a weekly item for staff meetings and we ensure that it has a high profile within the school community. Regular updates are provided by our designated staff in staff meetings and they keep records of the training undertaken by each member of staff, including volunteers and student teachers. Our staff handbook provides key information and guidance so that staff know what is expected of them and how they should deal with safeguarding matters. We also maintain a detailed knowledge of pupil's academic and individual care needs when working with pupils and their families.
- 21.6. Overview reporting is included in the Proprietor's Annual Compliance Report and the outcomes from the Safeguarding Performance Report (termly) are reported to the School and Regional Safeguarding Committee, overseen by the Independent Chair of the school Safeguarding Governance Committee (SGC) on behalf of the Proprietor.
- 21.7. Any reporting requirements requested by our LSCB will be automatically provided and copied to the Head of Education Compliance in Cognita.

## **22 Supporting Resources**

- 22.1. DSLs have access to the Cognita DSL Toolkit which provides a range of resources to ensure consistency in the work of DSLs within Cognita; this compliments resources available from their geographical local authority.

## Appendix 1 – Types of Abuse & Neglect

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**Abuse:** *“a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. (KCSIE July 2015) Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (Eg via the internet).*

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult care-giver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website ([www.nspcc.org.uk](http://www.nspcc.org.uk)).

**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, or induces, illness in a child who they are looking after’. (KCSIE, July 2015) Signs of physical abuse include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

**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 feature age or developmentally inappropriate expectations being imposed on children. It may involve 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.’ Signs of emotional abuse include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal

**Sexual abuse:** “involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.” Signs of sexual abuse may include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

**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. It may involve a parent or carer failing to provide adequate food, clothing and shelter, protect a child from physical and emotional harm or danger; or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.” Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone or in charge of younger brothers or sisters

## Appendix 2 - Specific Safeguarding Issues

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Additional guidance is available on types of abuse and neglect and on specific safeguarding issues from the NSPCC website at [www.nspcc.org.uk](http://www.nspcc.org.uk). Government guidance on other specific safeguarding issues listed below is also available via the gov.uk website and contained specifically for Wales within Keeping Learners Safe (2015).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190604/DFES-04320-2006-ChildAbuse.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190604/DFES-04320-2006-ChildAbuse.pdf)

<https://www.tes.co.uk/>

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/domestic-violence-and-abuse>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

<https://www.gov.uk/forced-marriage>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice to Schools and Colleges on Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

<https://www.gov.uk/government/publications/channel-guidance>

<http://ceop.police.uk/>

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

## Appendix 3

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### **Role of the Designated Safeguarding Person or Lead (DSP/L)**

The DSL must have the status and authority within our school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. It is the responsibility of our Proprietor, [via our Education Executive], to ensure that we designate an appropriate member of senior staff.

### **Managing Referrals**

Refer all cases of suspected abuse to the local authority children's social services; and:

- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed);
- Liaise with the Head to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

The DSL, and a deputy (Deputy DSL), should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need (section 17(10) Children Act 1989), those with special educational needs and young carers
- Be able to keep detailed, accurate and secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that we may put in place to protect them
- Provide Prevent Awareness training to staff and oversee and coordinate the implementation of the prevent duty.
- Any other specific areas of training about safeguarding children at risk, including keeping children safe when accessing the internet, such as undertaking Prevent awareness training.

### Raising Awareness

The designated safeguarding lead should ensure our policies are known and used appropriately:

- Ensure our Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Assistant Director of Education and the Head of HR at Cognita Head Office regarding this.
- Ensure the Child Protection procedure is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of our school in this
- Link with the local LSCB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding
- Ensure that all staff are aware of how to protect children and young people from the risk of radicalisation.
- Where children leave our school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

## Safeguarding: Child Protection Policy & Procedures - Wales

<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Ros Vahey – January 2016
Specialist advice	Farrers and Co (Lawyers) – September 2015

<b>Compliance</b>	
Compliance with	Keeping Children Safe in Education July 2015 All Wales Child Protection Procedures 2008 Keeping Learners Safe WAGC 158/2015 Safeguarding Children in Education: Handling Allegations of Abuse Against Teachers and Other Staff WAGC 009/2014 Independent School Standards (Wales) Regulations 2007 (amended 2014)

<b>Audience</b>	
Audience	Heads; DSP/L; School staff; Volunteers; Contracted Staff; Parent/carer(s); Drivers; Visitors

<b>Document application and publication</b>	
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UK	No
Spain/Other Regions	No
Method of publication	Email distribution Share Point School website

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<b>Related documentation</b>	
Related documentation	Code of Conduct for Staff Safeguarding: Safer Recruitment Policy Policy for Handling Allegations of Abuse Against Staff and Other Adults Anti-Bullying and Behaviour policy Special Educational Needs Premises Management Accidents and Incidents Recording and Reporting First Aid Learning Outside the Classroom Central Record of Recruitment & Vetting Checks Health and Safety Data Protection Complaints Procedure Statement Staff Discipline, Conduct and Grievance (procedures for addressing) Whistle blowing E-safety policy Acceptable Use of ICT

	Staff Handbook Health and Safety Handbook Exclusions procedures Use of Reasonable Force
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