



**Westfield**  
School

## **(8)Safeguarding Policy**

CSM Governors

This policy has been produced in conjunction with the latest guidance

**D Hague**

**September 2016**

**Review September 2017**

## 1. Introduction

Westfield school fully supports the guiding principles for safeguarding children and incorporates the “Working together to safeguard Children” guidance and principles of safeguarding young children:-

- 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.

This guidance underlines the multi-agency work that school engage in to ensure the core principals above.

Here is a link to this document [.Working Together to Safeguard Children.pdf](#)

This policy also refers to the “Keeping children safe in education” statutory guidance of September 2016. [Keeping children safe in education.pdf](#)

The information in this policy is guidance to support staff in the school. It is not an exhaustive manual on how to deal with Child protection and safeguarding issues but will sign post staff to important information and where to go for further support.

Staff who have questions regarding child protection and safeguarding children should see the school’s Designated Child Protection Officer (Mr S Adams) or the Deputy Officer (Mrs D Hague)

What school staff should know and do? [Keeping children safe in education Part 1.pdf](#)

(The above information is provided to all staff who MUST read this document and sign to confirm that it has been read. This will be done as part of the annual training and inductions for new staff.)

- 1) All staff are an important part of the wider safeguarding system for children as described in the “working together to safeguard children”
- 2) It is everyones responsibility to promote the safeguarding and welfare of children and at all times consider what is in the best interests of the child.
- 3) All children, whatever their race, sex, beliefs and physical and mental abilities, have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met. Child abuse represents a failure, by omission or commission, to respect the rights and needs of children.
- 4) Dealing with child abuse is rarely straight forward. In some cases, a childs disturbed behaviour or an injury may suggest clearly that the child has been abused. However, in many situations the signs will not be clear cut and decisions about what action to take can be difficult. Types of Abuse and Neglect can be found in the Keeping children safe in education Part 1 document available above in points 35-40.

## 2. Managing Safeguarding

### **Governors Responsibilities**

- Must ensure that they comply with their duties under legislation.
- Have regard for guidance provided and ensure that the policies, procedures and training in school's comply with the law.
- Appoint a designated governor to take lead responsibility for safeguarding arrangements.
- Ensure the school has an effective child protection policy that refers to locally agreed inter agency procedures put in place by the Local Safeguarding Children Board (LSCB) and be available on the schools website
- Ensure the school has a code of conduct which refers to amongst other things, acceptable use of technologies and use of social media.
- Ensure appropriate safeguarding responses are in place for children who go missing from education. [Children Missing Education - statutory guidance.pdf](#)
- Ensure that the appropriate online safety systems "filters" are in place to protect children from inappropriate online materials.

### **Heads Responsibilities**

- Should ensure that the above policies and procedures are put in place.
- Appoint, with governors a Designated Safeguard Lead (DSLO) from the Senior Leadership Team.
- Appoint an appropriate number of Deputy designated safeguard leads to meet the needs of the school (These people must be trained to the same level as the DSLO)

### **Designated Safeguarding Lead Responsibilities**

- The above position should be appointed to from the senior leadership team, this person will take lead responsibility for safeguarding and child protection.
- The lead responsibility for DSLO MUST not be delegated to deputies.
- The safeguarding team should work with the local authority and other agencies in line with the "working together to safeguard children" guidance.
- The DSLO and or deputies should be available during school hours for staff to discuss safeguarding matters.
- Appropriate cover arrangements for out of hours and out of term contact should be made.
- Persons in these position should undergo training every two years to equip them with the knowledge and skills to carry out the roles.
- The above position will lead the schools safeguarding training ensuring the most relevant and up to legislation/procedures are shared with staff.

### 3. PROCEDURES AT WESTFIELD

The designated teachers for Child Protection matters are Steve Adams, Assistant Head teacher and Diane Hague, Inclusion Manager, Julie Elliott Transition Manager. Any disclosures or suspicions of abuse must be referred to them. Their role may involve referring the matter to the relevant local Social Work team, informing, contacting the police and Liaising with Sheffield safeguarding Service.

Responsibility for investigating each case rests with the Social Work team and/or Child Protection team and when appropriate police. It is not the domain of any member of the school staff, although we do, of course, assist where possible or necessary. However, relevant staff are usually involved thereafter in supporting the child, particularly as the aftermath of disclosure of abuse, whether upheld or not, is often traumatic.

The school holds information about students relating to child protection issues centrally and confidentially. The trained child protection teachers have access to and update these files. Written accounts of disclosures are made and may be used to further investigate or support a court case.

The child's central file and the school database indicate whether such a file exists. The purpose of this is to:

- a) Alert any member of staff recording personal details of a student that other circumstances may need to be taken into account and they should consult a child protection teacher.
- b) Ensure that a child protection teacher is consulted before the school considers exclusion.
- c) Ensure that if a student is transferring to another school, a child protection teacher is informed so that records may be transferred.

### 4. IDENTIFYING ABUSE

In order to recognise abuse, you need to be open to the possibility that it is happening. This means, amongst other things, being aware that abuse affects children of all ages, of both sexes, different races and occurs in all social classes.

Many forms of abuse, such as emotional and sexual abuse, may not show physical signs at all. Many kinds of sexual abuse do not leave physical evidence. If forensic evidence of abuse is present, it usually disappears within a short period of time; prompt response is imperative to support a full investigation.

Children and young people may indicate that they are being abused in many different ways. Young children's unhappiness and distress is often seen in their behaviour, but older children and young people can be very adept at hiding their distress. Children from different cultural backgrounds may show their distress in different ways.

Listed below are some of the signs and types of behaviour, which may indicate that a child is being abused. In themselves, they are not evidence of abuse, but may suggest abuse, particularly if a child exhibits such signs or behaviour. There can be other explanations for a child showing such signs or behaving in these ways.

- Repeated minor physical injuries (e.g. bruising, cuts etc).
- Children who are dirty, smelly, poorly clothed or who appear underfed.
- Children who have lingering illnesses, which are not attended to.
- Deterioration in schoolwork or significant changes in behaviour without explanation.
- Aggressive behaviour, severe tantrums.

- An air of detachment or 'don't care' attitude.
- Overly compliant behaviour, 'watchful' attitude.
- Sexually explicit behaviour or showing awareness inappropriate for the child's age.
  - Reluctance to go home, being kept away from school by the parent for no apparent reason.
  - Children who do not trust adults, particularly those who are close.
  - 'Tummy pains' with no medical reason.
  - Eating problems, including over-eating, loss of appetite.
  - Disturbed sleep, nightmares, bedwetting.
  - Running away from home, suicide attempts, self-inflicted wounds.
  - Reverting to younger behaviour, depression, and withdrawal.
  - Relationships between the child and adults, which are secretive and exclude others.
  - Pregnancy.
  - Fear of Parents/carers being contacted by the School.
  - Using language/behaviour which could raise concerns linked to extremist views

There may be a pattern of minor injuries over time, or inadequate, muddles or inconsistent explanations, which alert you to the possibility of abuse.

**BE AWARE THAT EVEN FOR 'EXPERTS' ABUSE IS NOT EASY TO DIAGNOSE**

## 5. TO REPORT OR NOT?

It is important for staff to bring forward even their seemingly vague concerns so that decisions about whether to consult statutory authorities can be made. In cases where there has been no disclosure, staff should take care not to ask the child concerned if she/he has been abused. In such cases, a social worker will usually visit the child in school to talk to her/him. Indeed in cases of actual disclosure, the usual procedure is for a social worker, police officer or Child Protection Officer to visit the child in school. Visits direct to the child's home are only made where there is immediate concern for the child's welfare.

**PLEASE REMEMBER: THE CONSEQUENCES OF NOT REPORTING YOUR SUSPICIONS IF A CHILD HAS BEEN ABUSED COULD BE FAR MORE SERIOUS THAN MAKING A REPORT THAT PROVES TO BE UNFOUNDED.**

## 6. RESPONDING TO THE CHILD

Child abuse usually comes to the attention of teachers in four ways:

- A direct allegation from the child who has been abused.
- A third party (e.g. friend, other relative) report.
- Through the child's behaviour.
- You observe injury to the child.

If you suspect a child may be being abused but no allegation has been made, you may wish to talk with the child before deciding whether to report decisions. This should be approached carefully as you are trying to gain information and not conduct an investigation, only the CPLO is allowed to gain additional information.

Decide what questions you are going to ask and how you are going to ask them. Anticipate difficulties (e.g. what will I do if the child cries or says nothing) and be clear about what you are going to do after the meeting so that you can tell the child. You should consider whether you are, in fact, the best person to talk to the child, having regard to your own gender and the child's racial and cultural background. If you have doubts or concerns, seek advice. As a general guide, try to remember the following:

- **LISTEN** carefully to the child. Take what she/he says seriously, as it is rare for children to make false allegations. React calmly because over-reaction can frighten the child and compound feelings of guilt. Keep questions to a minimum and never lead the child, as leading questions may invalidate the child's testimony in court.
- **REASSURE** the child that she/he was right to tell and is not to blame. Be clear that you as an adult are taking responsibility for what happens from now on. Remember – you cannot promise to keep secret what the child tells you, and you must make that clear to her/him.
- **RECORD** what was said, as soon after the discussion as possible. You should be aware that this might be used in any subsequent legal proceedings. Note how the child was behaving and how she/he told you what happened. It may be helpful to talk to the child together with the relevant Pastoral Manager so that the account of the meeting is as accurate as possible – and for your own support. Information must be free of personal opinion.
- **SUPPORT** and get support yourself! Listening to abused children can be very upsetting and giving the child help may be difficult if you are not given support yourself.

## 7. RADICALISATION AND EXTREMISM

The school has acted upon the advice issued by Geraint Evans, Her Majesty's Inspector, Special Advisor and National Lead for Extremism in relation to schools and included radicalisation and extremism in its safeguarding policy. In support of the Prevent agenda the school has taken advice and received whole staff training from the Prevent Officers of South Yorkshire Police to further support our young people.

### The school undertakes:

- 1) Appropriate training for staff including Senior Managers & Governors.
- 2) Has clearly understood referral pathways Internal & External (referrals to include students, parents & teachers who may be vulnerable or displaying concerning behaviour) -
- 3) Has a clear vetting process for individuals/groups hiring school premises whether for payment or otherwise and a vetting process for any links with local places of worship etc.
- 4) Link Radicalisation & Extremism to appropriate curriculum work to allow young people to discuss and debate the issues in a safe environment. Based on recent events, in particularly the Trojan Horse enquiry in Birmingham, Radicalisation/Extremism and British values are very much under scrutiny. Geraint stated that Policies and Procedures in relation to Radicalisation and Extremism could either be included within existing Safeguarding Policies or a separate policy within the Safeguarding structures He emphasised that Ofsted are adopting a proportional and balanced approach to Inspections depending on whether an area is classed as a priority and in receipt of funding. Currently South Yorkshire is not a priority area

The school have looked on the Department of Education website and there are some generic information regarding threat levels and information regarding "Protecting the UK against Terrorism". Westfield School is committed to developing the **Prevent agenda** to further support our young people and the wider community.

*(All staff and governors attended training on identifying behaviours linked to radicalisation and extremism December 1<sup>st</sup> 2014)*

## 8. CHILD SEXUAL EXPLOITATION

In light of the Child Sexual Exploitation Independent inquiry by Alexis Jay OBE, Sheffield Safeguarding Board (SSCB) agreed a CSE self-assessment to be completed by all schools and feedback to the Local Safeguarding Board so a collective overview is gathered across the city. Westfield School completed the

CSE self-assessment and have identified areas to be addressed. CSE awareness forms part of all Safeguarding training.

## 9. CHILD PROTECTION PROCEDURE

This relates to children at risk. Other students may have numerous difficulties and may be considered 'Children in Need' and staff should discuss their concerns with the CPLO or relevant Pastoral Manager.

## 10. INCIDENTS IN SCHOOL

If a member of staff or other adult in school strikes a child – this is within the remit of Safeguarding Legislation and may lead to a formal investigation as illustrated in the diagram.

**FOR REASONS OF CONFIDENTIALITY, ONLY THOSE PEOPLE WHO NEED TO KNOW ABOUT THE ABUSE SHOULD BE TOLD, AND CONVERSATIONS ABOUT THE CHILD SHOULD ALWAYS BE HELD IN PRIVATE.**

## 11. RECRUITMENT

The school has a culture of safe recruitment, we will carry out checks on the following in conjunction with our recruitment policies for any person engaging in regulated activity.

### **Employed Staff**

- a) Carry out barred list on all staff.
- b) Carry out enhanced DBS checks for new staff and re-check staff every 3 years in existing employment
- c) Carry out prohibited checks on all teachers.
- d) Verify staff ID
- e) Verify a candidate's mental and physical fitness during the recruitment process.
- f) Verify a person's right to work in the UK
- g) Verify candidates qualifications
- h) Obtain written references from previous engagements
- i) Maintain a Single Central Record of the information above.

### **Governors**

- a) Carry out barred list checks on all governors
- b) Carry out enhanced DBS checks and re-check every 3 years.
- c) Verify ID
- d) Maintain information on the single central record.

### **Volunteers**

- a) Asses the nature of the engagement for a volunteer and risk assess to ascertain the required checks.
- b) If the volunteer will have unsupervised contact with students then:-
  - a. Carry out a barred list check
  - b. Carry out an enhanced DBS check.
  - c. Verify ID
  - d. Maintain information on the single central record.

### **Other**

Contractors / Trainee staff / Visitors

If any of the above are engaged in a regulated activity and have access to students unsupervised then the relevant Barred list checks and Enhanced DBS checks will be carried out or checked

# CHILD PROTECTION USE OF DISCIPLINARY PROCEDURES FLOWCHART

Allegation of abuse is made

Headteacher/Line Manager informed

Headteacher/Line Manager checks details of allegation and informs the member of staff  
(NB. There may be exceptions to this)

Headteacher/Line Manager contacts Education Department Child Protection Core Group  
(To discuss allegations)

Incident could have occurred

Incident could not have occurred

Allegation is one of child abuse

Allegation is not child abuse

Member of staff, child and parents counselled

Education Department Child Protection Core Group  
(Decide whether to involve other agencies)

END

Yes

No

Child Protection Procedures Instigated  
(Social Services and Police Informed)

Education Child Protection Core Group Advise  
(As to need for memeber of staff to be suspended)

Parents Informed

Member of staff suspended

Inform Director of Education  
(and Chair of Governors, if applicable)

Yes

No

Joint Investigation

Member of staff suspended

Police instigate prosecution

Insufficient evidence to mount prosecution

Prosecution successful

Prosection unsuccessful

Departmental Investigation  
To ascertain need for disciplinary proceedings

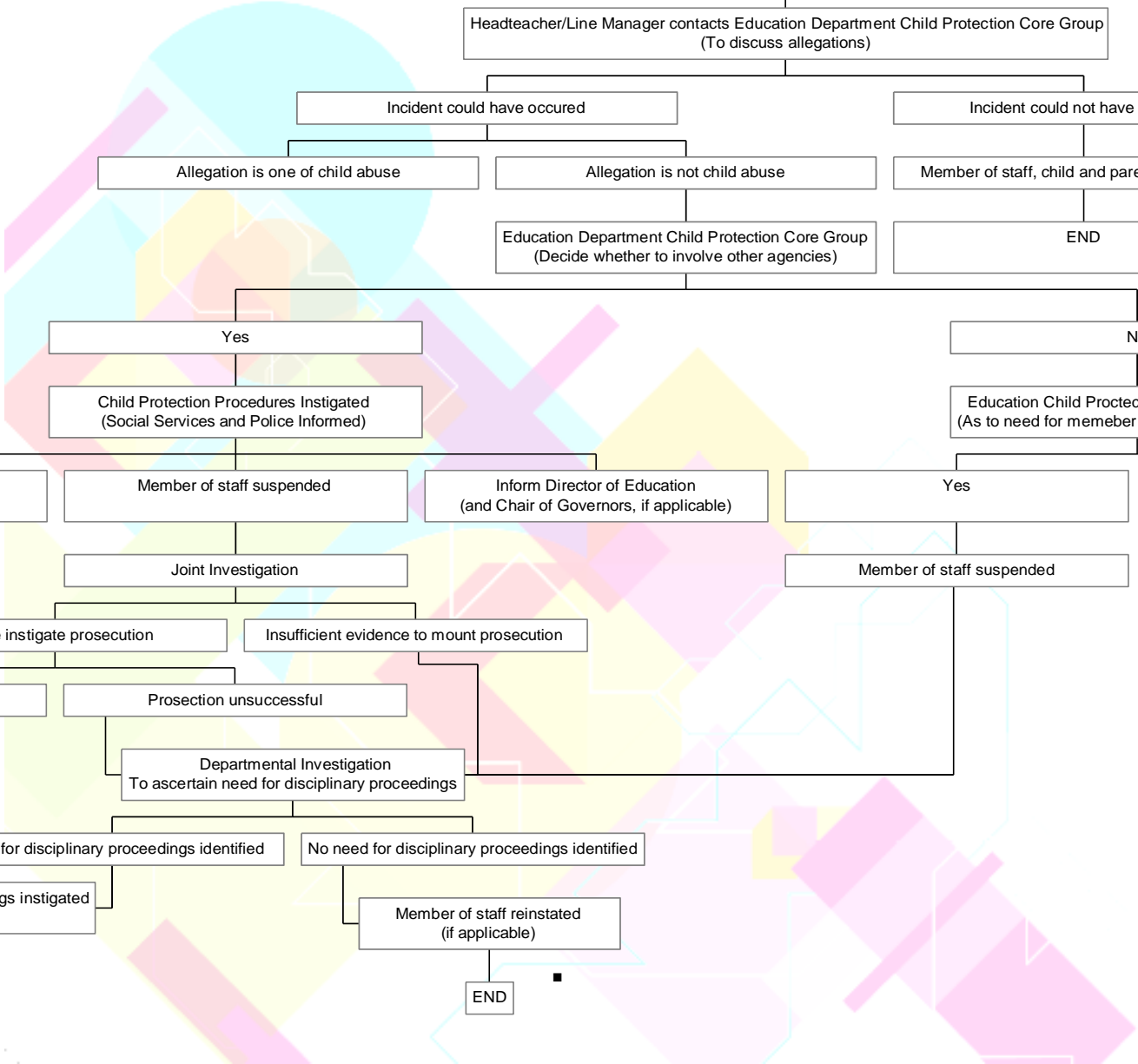
Need for disciplinary proceedings identified

No need for disciplinary proceedings identified

Disciplinary proceedings instigated

Member of staff reinstated  
(if applicable)

END





## Westfield School Safeguarding Policy

### Safeguarding Children

These guidelines are to help you follow the correct procedures should you find yourself in a position where you have concerns, or suspicions, that a student may be suffering, or is likely to suffer harm. This may take a variety of forms; physical or emotional abuse, neglect or sexual abuse.

### Suspicion

Share your concerns immediately with one of the Safeguarding Colleagues (SA - Assistant Head; DH – Senior Pastoral Manager).

They will take appropriate action.

### Disclosure

If a student makes a disclosure of a sensitive nature to you:

- Take them seriously, and believe them.
- If possible find a private place where you will be unlikely to be disturbed, listen carefully to everything the student has to say, try not to stop the student talking and prompt them using such comments as: 'what happened next; go on'.
- If the student is happy about it, take notes.
- If you don't understand something the student is telling you then ask them to repeat it. Take care not to lead their response.
- Reassure them that you will do everything in your power to help them, but also tell the student openly that you will have to share the information with someone else who will know how best to proceed. Never say that it will be a secret.
- Make a definite arrangement to meet the student again, reassuring them that they have been right to confide in you. Remember it is our duty to protect the student and prevent further abuse, the safety and well being of the student is paramount. If having left you they are in danger of the abuse reoccurring then ask them to wait for you, even if it is at the end of the day.
- Immediately report the matter to one of the Child Protection Officer, even if it involves another employee at the School. THEY will then have the responsibility to ensure that the student is safe and that appropriate action is taken. You have no further responsibility for action.
- As soon as possible write out, long hand, notes that will help you recall the details provided. Pass these on to the Child Protection Liaison Teacher you have spoken to.
- Do not discuss the disclosure with any other persons than the Child Protection Liaison Teacher, who will keep the Headteacher informed.

Please be aware that the student made a disclosure to you because they think that you are a sensitive, caring person who they can trust. In some cases the disclosures students make are very disturbing. The Child protection Liaison Teacher, and the Headteacher, will give you as much support as they can should you feel that you need it.

If you have concerns about a child, complete this form / discuss the concerns with the CPLT as soon as possible.

If you are concerned about an injury e.g. a bruise, draw a sketch and be specific about the size, colour and position of the bruise on the body.

If a child has made a disclosure, do not promise to keep it a secret. Tell the CPLT immediately and write down everything the child has told you.

***NB at all stages confidentiality is crucial.***

<b>Childs Name:</b>	<b>Date of birth:</b>
<b>Address:</b>	
<b>Post code:</b>	
<b>Telephone Number:</b>	
<b>Person with parental responsibility:</b>	
<b>Concern / Incident</b>	