
Policy: Safeguarding and Prevent
Procedure Reference: SHHS/TOO 1
Version Number: 1.0
Date : September 2017
Review Date: September 2018
Authorised by: Directors and Acting Responsible Individual(RI)
Updated by: Gary Edmunds
To be read in conjunction with: Safer Recruitment Policy and Staff Code of Conduct

1.0 Introduction:

Spring Hill High School recognises that it has an explicit duty to safeguard and protect children and young people from abuse as defined in the Children Act 2004, Section 175 of the Education Act 2002 and Working Together to Safeguard Children 2015. All staff and visitors are expected to share this commitment. Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Spring Hill High School recognises that because staff are in regular and frequent contact with children arrangements have been made to take all reasonable measures to ensure that risks of harm to children's welfare are minimised. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

1.1 Procedures for Safer Recruitment and Dealing with Allegations against members of staff are detailed in the School Policies: Safer Recruitment Policy, Health and Safety Policy and Staff Disciplinary Policy. The school also recognises that the staff are particularly well placed to observe signs of abuse. The school is aware of the responsibilities which all staff have with regard to the protection of children from abuse and from inappropriate and inadequate care. Therefore, the school is committed to reacting in accordance with the Birmingham Child Protection Procedures in all cases where there is concern. This Policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, The Education Act 2002 and in line with government publications: **'Working Together to Safeguard Children' 2015**, and **'Keeping Children Safe in Education' September 2016**. It should be read in conjunction with these publications, in addition to the School Code of Conduct .

2.0 Purpose:

The purpose of this policy is to: Outline clear protocol regarding action and a framework for responsibilities and legal duties in relation to each child's welfare and comply with all relevant legislation and guidance from Birmingham Safeguarding Children Board, Ofsted and national policies.

3.0 Aims

This policy will contribute to safeguarding Spring Hill High School's students and promoting their welfare by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school built on mutual respect and shared values;
- Introducing appropriate work within the curriculum; eg E SAFETY (See E Safety Policy)
- Encouraging students and parents / carers to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face;
- Addressing concerns at the earliest possible stage and reducing the potential risk of students being exposed to violence, extremism, exploitation, or victimisation.

This policy will contribute to supporting Spring Hill High School's students by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible and designing plans to meet those needs.

This policy will contribute to the protection of Spring Hill High School's students by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures;
- Working in partnership with students, parents / carers and agencies.

4.0 Definitions:

- Safeguarding is about more than child protection.
- According to Working Together to Safeguard Children (2015), safeguarding is defined as: protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- and taking action to enable all children to have the best outcomes.

5.0 Safeguarding and Child Protection

•Safeguarding, and promoting the welfare of children, is a broader term than child protection. It encompasses protecting children from maltreatment, preventing impairment of children's health or development, and ensures children grow up in safe circumstances.

•Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

5.1 Child / Children

For the purposes of this policy, the terms 'child' or 'children' refer to anyone who has not yet reached their 18th birthday.

6.0 Designated Safeguarding Lead:

Our Designated Safeguarding Lead on the senior leadership team is Deputy Headteacher **G.Edmunds 07825600272** . In G.Edmunds absence staff will contact G.Gall **07860570396** or Mo Awadin **07827 220 523**

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6.1 He has lead responsibility and management oversight and accountability for safeguarding and, with the Headteacher, will be responsible for coordinating all safeguarding activity.

6.2 Safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

6.3 The DSL will liaise with relevant agencies such as the Birmingham MASH where appropriate.

6.4 The DSL will receive refresher training every year.

7.0 DSL Record Keeping:

A record will be made of what information has been shared with whom, and when. The DSL will keep a record of safeguarding concerns and the actions taken.

7.1 Child protection records will be stored securely in a central place separate from school records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

7.2 Access to these records by staff other than by the Designated Safeguarding Lead will be restricted, and a record will be kept of who has had access to them and when.

7.3 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff.

7.4 General communication with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

7.5 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

7.6 If a student moves from our school, safeguarding protection records will be forwarded on to the relevant organisation.

7.7 If a student is permanently excluded or moves to a new school safeguarding records will be forwarded on to the relevant organisation.

7.8 When a Designated Safeguarding Lead resigns their post or no longer has safeguarding responsibility, there should be a full face to face handover/exchange of information with the new post holder.

8.0 Reporting Concerns

Any concern can be raised by any member of staff, students or parents and carers. There is no threshold for sharing concerns. In the event of a member of staff having a safeguarding concern about a student, they must immediately report that concern to the DSL. The member of staff will be asked by the DSL to document briefly the events which have given rise to the concern. The DSL will then make a decision as to whether a referral to another agency needs to be made in line with the best interests of the child.

8.1 All staff are trained in Safeguarding Level Two. Staff should continually familiarise themselves with Appendix One: Types of Abuse and Neglect.

9.0 Listening to Students

The school recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. This means that staff should be aware of the need for sensitivity when dealing with students at all times. The school recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential.

10.0 Anti-Bullying

For detailed information, refer to the School's Behaviour Policy which incorporates the School's Anti-Bullying stance. Spring Hill High School acknowledges that to allow or condone bullying may lead to action in accordance with Child Protection procedures. This includes all forms, e.g. cyber eg sexting, racist, homophobic, gender-related bullying and religious intolerance. We keep a record of known bullying, homophobic and racist incidents. All staff are aware that students with SEND and / or differences / perceived differences are more susceptible to being bullied and / or victims of child abuse.

11.0 Reporting of female genital mutilation

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

When a teacher at Spring Hill High School has reason to suspect that an act of FGM has been carried out on a student, she/he will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

12.0 Extremism

We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

12.1 We ensure that partisan political views are not promoted in the teaching of any subject

in the school and where political issues are brought to the attention of the students, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.

12.2 We acknowledge the significance of the governmental 'Prevent' strategy and that protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to other forms of harm and abuse. The 'Prevent' Lead at Spring Hill High School is Gary Edmunds. Any concerns must be reported to the Prevent Lead immediately or in his absence DSL Gemma Gall. In the event of both being unavailable staff will contact DSL Mo Awadin. The concern will be logged and reported to Birmingham's 'Prevent' Team if deemed to be of a high enough concern. Our policy also recognises that the Police can be contacted in urgent circumstances, via the 101 telephone number or at prevent@west-midlands.police.uk. Staff taking this course of action should alert the Prevent Lead or the Head as appropriate.

13.0 Pupils Affiliated with Thoughts of Others:

Spring Hill High School educates many children who are Looked After Children. Many are in the care of our affiliated company Thoughts of Others. Where a safeguarding issue arises relating to a child in the care of Thoughts of Others the matter would be passed to the DSL for the care homes (Gemma Gall) to be dealt with appropriately.

14.0 Nominated Safeguarding Director:

The Nominated Director for Safeguarding at the school is Des Allen. The Nominated Director is responsible for liaising with the Headteacher and Designated Safeguarding Lead over all matters regarding safeguarding issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.

14.1 The Nominated Director will liaise with the Headteacher and the Designated Safeguarding Lead to produce an annual report for Directors and the local authority (s175/s157).

14.2 A member of the Directors of Spring Hill High School is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher.

15.0 Safer Recruiting

The Directors and Headteacher will ensure that at least one person involved in the recruitment of a new member of Teaching or Support staff has completed Safer Recruitment training. The Lead Director for Recruitment has also received Safer Recruitment training.

16.0 Confidentiality

All staff are required to adhere to the Spring Hill High School's policy on confidentiality as set out within this section, to be read in conjunction with the Code of Conduct – Staff, Directors and visitors. Students should be reassured that their best interests will be maintained. All staff must be aware that they cannot promise a student to keep secret something which

would compromise the student’s safety or wellbeing.(see appendix 2 Dealing With a Disclosure)

16.1 Parents should not be informed of concerns unless staff are certain that the child would not be put at risk by their doing so. (In this policy statement, ‘parents’ means all those having a parental responsibility for a child.) Spring Hill High School will always undertake to share our intention to refer a student to Birmingham’s Children’s Services with the child’s parents / carers, unless to do so would put the child at greater risk of harm or impede a criminal investigation.

Ratified by

Reviewed by

Director

Designated Safeguarding Lead(DSL)

Dated.....

Dated.....

Appendix 1:

Types of abuse:

Abuse

Abuse is 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.

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

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

Neglect

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

Appendix 2:

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Dealing with a disclosure

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay to the the Designated Safeguarding Lead.

Appendix 3:

Guidance on children in specific circumstances is in Birmingham Safeguarding Children Board's procedures are hyperlinked:

[Abuse Linked to Spiritual Belief](#)

[Bullying](#)

Child Sexual Exploitation

Children Affected by Gang Activity

Children and Families that Go Missing

Children Living away from Home

Children Missing from Care, Home and Education

Children of Parents who Misuse Substances

Children of Parents with Learning Difficulties

Children of Parents with Mental Health Problems

Disabled Children

Domestic Violence and Abuse

E-Safety – Children Exposed to Abuse through the Digital Media

Fabricated or Induced Illness

Female Genital Mutilation

Forced Marriage

Honour Based Violence

Peer Abuse – Children and Young People who Abuse Others

Sexually Harmful Behaviour

Trafficked Children

Underage Sexual Activity

Safeguarding Children and Young People against Radicalisation and Violent Extremism



Spring Hill High School (TOO) Safeguarding and Prevent