

# **Inscape House School**

## **Safeguarding and child protection policy**

## **Inscape House School, Safeguarding and Child Protection guidance for staff, which works hand in hand with the Together Trust Safeguarding Policy**

### **Named Staff for Safeguarding and Child Protection at Inscape**

Designated Safeguarding Lead is: Sara Bayley (Head Teacher)

The Deputy Designated Safeguarding Lead is: Laura Fishenden (Head of Pastoral Care)

The link Governor for Safeguarding is: Karen Kilkenny.

Together Trust Designated Safeguarding Officer is Jill Sheldrake

### **Purpose of the guidance and policy**

This Safeguarding and Child Protection document sets out the importance of safeguarding in our school and supports all staff, volunteers and visitors in carrying out their safeguarding duties.

At Inscape House we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Positive Behaviour Support Policy and procedures.

Safeguarding and promoting the welfare of children 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. (Keeping children safe in education (September 2019))

At Inscape School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. We aim to ensure that pupils at Inscape School are safe and secure both within the community of school and the community beyond school

Adults in our school take all safeguarding and child protection concerns seriously and encourage children and young people to talk to us about anything that worries them. Staff, volunteers and visitors are encouraged to talk about any concerns they may have.

We will offer support to pupils who are at risk of significant harm or who have been significantly harmed.

We recognise that for children and young people with Autism Spectrum Conditions, that communication is not always easy and we give priority to the development communication skills.

## **Statutory and non-statutory guidance**

The following statutory and non-statutory guidance informs this policy

Working Together to Safeguard Children' (2018)

'Keeping Children Safe in Education' (2019)

'What to do if you think a child is being abused' (2015)

'Information Sharing' (2018)

## **Roles and Responsibilities**

The Governing Body is responsible for ensuring the school meets its statutory duties to safeguard children. They must ensure that a Designated Safeguarding Lead (DSL) has been identified and that there is at least one additional (deputy) DSL to cover any absence from the school site by the DSL.

## **The role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for:

- Managing referrals (internal and external)
- Liaising with local authorities and children's services
- Supporting staff with their safeguarding responsibilities
- Raising awareness of safeguarding and child protection
- Maintain effective records
- Ensure the Safeguarding and Child Protection policy is reviewed on an annual basis

## **All Staff**

All staff must read:

- Keeping Children Safe in Education (September 2019) [Part One]
- Code of Conduct
- Safeguarding and Child Protection guidance
- The Together Trust Safeguarding Policy and detailed guidance

All staff must also be familiar with 'What to do if you're worried a child is being abused', and 'Guidance for safer working practice for those working with children and young people in education settings'.

All staff have a responsibility to safeguarding children and young people and when they are concerned they must report their concerns to the Designated Safeguarding Lead.

Where staff remain concerned that appropriate action has not been taken, or in an emergency, staff members can speak directly to children's social care.

## **Pupils**

We encourage pupils to talk about their worries, concerns and anxieties and offer them opportunities and information to do so.

## **Safeguarding in the Curriculum**

We have developed our curriculum so that there are suitable opportunities for children and young people to learn about safeguarding risks and how to cope with them, as they grow and develop.

Social and Emotional Aspects of Learning (SEAL) provide opportunities to discuss safe social interactions and potential risks to personal safety. Pupils learn about bullying, what constitutes bullying and where and how to get help if any student feels at risk.

E-safety is covered through computing and IT lessons, on specific whole school E-Safety curriculum days and throughout the year as and when issues come to the attention of staff in school.

Science lessons have extensive risk assessments to cover experiments that potentially could harm pupils. Health and Safety procedures are followed at all times with pupils learning of the importance of safety equipment such as glasses and lab coats, recognising the danger symbols associated with various chemicals and how to handle potentially dangerous substances safely

Independent Community Participation (ICP) offers a wide range of teaching and learning opportunities for students dependent on their age and understanding. Activities cover such safeguarding issues as road safety, water safety (swimming), communicating safely with the general public, using public transport. Learning objectives are personalise to the needs of the students

RESPECT is a combination of Religious Education, Social and Personal Education and Citizenship. The name was selected to reflect, not only the content of the subject, but also the main aim - Teaching respect **for myself, for my friends, for my community and my world**. Although each of the curriculum areas within RESPECT has its own distinct aims, objectives and subject content, it is our belief that these areas can and do complement each other and provide a well balanced education for all our pupils.

## **Training**

Induction training is mandatory for all new staff. This includes:

- Introduction to the Together Trust including Data Protection
- \*Safeguarding Introduction
- Equality and Diversity
- \*Whistleblowing and Allegations against Staff
- Movement Management of Loads
- \*PROACT SCIPr UK
- \*Administration of Medication
- Basic Life Support as a precursor to Emergency First Aid
- \*\*Movement Management of Loads and People
- #Protection of Vulnerable Adults , Mental Capacity Act and Deprivation of Liberties

\* indicates mandatory courses for staff who work directly with service users except services that do not administer medication.  
\* and \*\* indicate mandatory courses for staff who work directly with service users in Disability Services  
\*, \*\* and # indicates mandatory course for staff who work directly with service users in Adult Services and pupils aged 16 and above

Staff are expected to attend ongoing staff training each Tuesday 3.30 – 4.30 which includes ongoing safeguarding updates. Other updates happen during whole school briefing each Monday morning at 8.30am

## **Designated Safeguarding Leads**

The DSLs attend formal training every two years, but also attend regular update training from the local authority and other providers.

## **All other staff**

All staff receive training on an annual basis and are kept up to date in meetings, briefings and training sessions. All staff receive training in new and evolving risks to children and young people on a regular basis, usually as part of meetings and other opportunities.

## **Safer Recruitment Training**

Safer Recruitment training is available to staff and governors who are involved in the recruitment process.

## **Practical Advice – see the Together Trust Detailed Guidance for full information on:**

- **Signs and Symptoms of Abuse and Neglect**

(Source: Keeping Children Safe in Education (September 2019))

### **Abuse**

#### **Physical abuse**

#### **Emotional abuse**

#### **Sexual abuse.**

### **Neglect**

- **Peer on peer abuse (child) – see the Together Trust detailed guidance for full information**

Guidance on sexual violence and sexual harassment between children in schools is also available from DfE (May 2018)

- **Female Genital Mutilation (FGM) - see the Together Trust Detailed Guidance for full information on:**

Risk factors for FGM include:

Symptoms of FGM

FGM likely risk

Indications

## **Mandatory Duty to report FGM Disclosures**

The Serious Crime Act 2015 sets out a **duty** on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils. Unless there are exceptional circumstances, staff should take their concerns about FGM to the DSL, who will jointly make a referral to the police.

- **Child Sexual Exploitation - see the Together Trust Detailed Guidance for full information**

Child Sexual Exploitation (CSE) definition can also be found in 'Keeping Children Safe in Education (September 2019)

Signs of Child Sexual Exploitation can be found in 'Safeguarding children and young people from sexual exploitation' (DfE 2009)

Types of CSE can be found in 'Guidance on Child Sexual Exploitation' (Barnardos) ([https://www.barnardos.org.uk/what\\_we\\_do/our\\_work/cse-home](https://www.barnardos.org.uk/what_we_do/our_work/cse-home))

- **Preventing radicalisation and extremism - see the Together Trust Detailed Guidance for full information**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **How to report concerns**

When adults in the school have a concern about a child or young person they should:

Complete a concern form on Behaviour Watch and follow this up with a verbal discussion with the DSL.

## **Dealing with disclosures**

Some activities in school present with specific risks to safeguarding and staff should be particularly vigilant around the areas:

Physical intervention

Personal Care

Intimate care  
Changing for PE and swimming  
1:1 working  
Overnight stays

In some cases, specific policies and procedures should be followed. Risk Assessments must be completed for all activities and all learners. Where there are concerns about the situations above, advice should always be sought from the Designated Safeguarding Lead.

## **Record-keeping**

Child Protection files are always kept securely, away from other pupil files. When these files are transferred to other settings, they are always hand-delivered or sent by recorded delivery and a receipt is obtained from the receiving organisation.

## **Confidentiality**

Staff are kept informed about the needs of pupils about whom there are safeguarding or child protection concerns on a need to know basis. Staff must recognise that they are aware of confidential information and must not disclose this to unauthorised people. However, the need to maintain confidentiality should not create a barrier to keeping children safe.

Where staff are unsure about whether they can share information, they should seek guidance from the Designated Safeguarding Lead.

Staff must never agree to keep information from a pupil confidential.

## **Procedure for dealing with allegations about staff – see Together Trust detailed guidance**

## **Procedure for dealing with allegations about the head teacher or proprietor**

Any concerns about the Headteacher should go to the Chair of Governors who can be contacted through the Governance Clerk by e mailing [governors.clerk@togethertrust.org.uk](mailto:governors.clerk@togethertrust.org.uk) or by phone on 0161 283 4801. If this is not possible the local authority Designated Officer (LADO) should be contacted immediately.

Name and Contact Details for LADO are:

Gillian Moore, [gill.moore@stockport.gov.uk](mailto:gill.moore@stockport.gov.uk) or 0161 474 5657 or [cpu@stockport.gov.uk](mailto:cpu@stockport.gov.uk) or 0161 271 6028. This is part of the Stockport Multi Agency Safeguarding and Support Hub (MASSH).

## **Minimising the risk of safeguarding concerns towards pupils from other students**

On occasion, some students will present a safeguarding risk to other students. These students will need an individual risk management plan to ensure that other pupils are kept safe and they



themselves are not laid open to malicious allegations. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

### **Safer Recruitment**

Safer recruitment procedures are important in all organisations working with children and young people. However, it is particularly important where learners have additional needs or are more vulnerable.

We follow safer recruitment guidance set out by the Safer Recruitment Consortium and carefully vet anyone wishing to work at Inscape School. We make Disclosure and Barring Service (DBS) checks and other vetting checks as appropriate, including overseas checks. We make use of the DBS Update service.

### **Distribution**

This Safeguarding and Child Protection guidance, together with the Together Trust Safeguarding Policy and the Together Trust Detailed Guidance is given to staff and is available on the school's website.

Publication Date for this guidance: September 2019

Review Date: July 2020

Signed: *Sara Bayley* Role: Head Teacher

Signed: \_\_\_\_\_ Role: Safeguarding Governor

# FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead(s):

Sara Bayley

Laura Fishenden

Link Governor:

Karen Kilkenny

Concern put in writing using the form on Behaviour Watch, followed by a face discussion with DSL. Complete the instructions given.



Behaviour Watch – this immediately e mails the DSLs:

The local authority Designated Officer for concerns about adults is Gill Moore

**Contact details:**  
gill.moore@stockport.gov.uk

0161 474 5657

or

cpu@stockport.gov.uk  
0161 271 6028

**Monitor**

**Discuss**

**Refer**



**Record**

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

*In exceptional circumstances, concerns may be referred directly to children's social care*

**Contact Details**

**Social Care Referrals:**  
These are different for different pupils and is the local authority in which the child lives – the full information is held in school

**Prevent/Channel Referrals:**  
These are different for different pupils and is the local authority in which the child lives– the full information is held in school

