

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Child Protection Statement:

The Royal School for the Blind, Liverpool (RSB) is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

All staff and professionals involved should always make sure their approach is child centred and in the best interests of the child.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (DfE, 2019)

2. Definitions:

A child includes anyone under the age of 18.

Child protection: *'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'*

Safeguarding Children: *'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'*

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.' (DfE, 2019)

The definitions of physical abuse, emotional abuse, sexual abuse and neglect are set out in the DfE guidance **Keeping Children Safe in Education (DfE 2019)**.

Types of abuse and indicators

In order to identify possible abuse, it is important to be able to differentiate between 'types' of abuse, which fall into four distinct categories: we must remember though that indicators can present in many ways. It is the staff at RSB knowing the children's 'usual' behaviours, patterns and means of communication that is paramount to us as professionals in alarming us that something is wrong!

Physical abuse: Physical abuse 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.

Signs of physical abuse: Unexplained cuts/scratches to lips, eyes, gums, genitals. Burns in unusual places. Sudden incontinence. Unexplained injuries. Reluctance to uncover certain parts of the body. Bed wetting. Withdrawn. Flinches from physical contact. Bite marks. Unattended medical appointments. Disclosure. Bruising corresponding to the shape of an object. School work deteriorating. Broken bones. Hand marks.

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as over-protection 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, though it may occur alone.

Signs of emotional abuse: Sudden incontinence. Withdrawn. Self-harming. Unattended medical appointments. Disclosure. Angry/aggressive behaviour. Disturbed sleep patterns. Unable to relate to people or form relationships. Low self-esteem or belief in self. School work deteriorating. Unable to form relationships/friendships.

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 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.

Signs of sexual abuse: Unexplained cuts/scratches. Sudden incontinence/water infections. Unexplained bruises on inner thighs. Reluctance to uncover certain parts of the body. Bed wetting. Withdrawn. Flinches from physical contact. Bite marks. Unattended medical appointments. Disclosure. School work deteriorating. Depression/fear. Isolation. Low self-esteem. Angry aggressive behaviour. Disturbed sleep patterns. Sadness. Child's sexual knowledge and understanding beyond their age. Sudden use of sexual offensive language. Pregnancy. STD Sexually transmitted diseases. Uncomfortable when walking/sitting. Inappropriate role play. Unexplained amounts of money or gifts.

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 caregivers).
- 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

Depression/fear. Isolation. Continence problems/ bed wetting. Dehydration. Weight loss. Stealing food. Low self-esteem. Disclosure. Dirty. Smelly. Torn old clothes. Head lice. Pressure sores. Deterioration of health. Withdrawn. Angry aggressive behaviour. Disturbed sleep patterns. Not allowed visitors or phone. No friends. Unexplained accidents. Sadness/depression/mental health issues, School work deteriorating.

Abuse is most likely to include, but may not be limited to:

- Bullying, (including cyber bullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment: sexting (also known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.

Abuse and Disabled Children

Research suggests that disabled children are at particular high risk of abuse, and that the presence of multiple disabilities appears to increase the risk of both abuse and neglect. We should therefore make it common practice to help disabled children make their wishes and feelings known in a variety of forums and ensure disabled children have appropriate means of raising their concerns with a range of adults to listen to their voices and concerns.

Safeguards for disabled children are essentially the same as for non-disabled children. These should include:

1. Independent Designated Visitors: especially crucial to the children in our residential provision. We have Miss Clare Geraghty.
2. School Council meetings: where there are a variety of staff involved, school and residential. Listening, hearing and responding to the Voice of the child.
3. Unit and class meetings.
4. Key workers and class staff build up positive relationships with the children so they feel confident to speak openly.
5. Variety of ways for the children at RSB to contact outside agencies such as Child Line and our Designated Visitor. Information is provided in many formats, Braille, Big Mac switch (audio), Moon, visual/written and Makaton.

Families:

Close contact with families, and a culture of openness is very evident at RSB. This is nurtured very early on through our Family Liaison Officer, Mrs Alison Quirk, who builds up a relationship of trust and confidence with our parents to enable them to speak openly about problems they may have, and if we can help, then we do. At RSB we have a belief that to help a child then we may have to wrap our arms around the whole family to support them all.

At RSB we have guidelines, policies and training for staff on all aspects of good practice (including intimate care, anti-bullying strategies and sexuality).

Where there are concerns about the welfare of a disabled child, these would be acted on in exactly the same way as with a non-disabled child; the same thresholds for action must apply.

Special attention should be paid to disabled children's communication needs and every effort made to find out their wishes and feelings. Social Services should know how to contact suitable interpreters or facilitators but we do have some of our own staff who are happy to support and facilitate if needed.

At RSB we have:

- Children with **sensory losses** including visual and auditory, the children may not see or hear their abusers so there is little or no chance of them being identified so they can become 'easy targets'. As they cannot visually identify or recognise a voice.
- Children in wheelchairs or who have mobility problems may not be able to move away from their abusers so they are 'sitting targets'.
- Children with little or no verbal communication cannot speak out to name their abusers.
- Children for whom English is a second language or have no understanding of it at all.

At RSB it is essential that:

Special attention should be paid to disabled children's communication needs and every effort made to find out their wishes and feelings. Social Services should know how to contact suitable interpreters or facilitators if needed.

- All staff know how our children communicate individually. This can include, verbal, on-body signs, interpreter, switches, ICT, concept keyboards, facial expressions or body language. Makaton.

Assumptions should not be made about the inability of a disabled child to give credible evidence due to its communication needs.

In every case the best interests of that disabled child should be considered.

Disabled children may:

- Have fewer outside contacts than other children so less people to disclose or confide in.
- Receive intimate personal care, so increasing the risk of exposure to abusive behaviour.
- Have an impaired capacity to resist abuse, so not understanding that they are in fact being abused.

Local Safeguarding Board have an important role in safeguarding disabled children by:

- Raising awareness among children, families and services.
- Social Services should know how to contact suitable interpreters or facilitators if needed.
- Identifying and meeting inter-agency training needs, combining knowledge in respect of both disabilities and child protection.
- Ensuring local policies and procedures meet the needs of disabled children.
- Offering up to date safeguarding training to all professionals involved.

3. Policy Aims:

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children.
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the school's practice meets local and national guidance and all statutory requirements are in place.

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- **Keeping Children Safe in Education (DfE, 2019)** reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- RSB recognises that scrutiny, challenge and supervision are key to safeguarding children.
- RSB is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE, 2019)
- All staff at RSB should be aware of the Early Help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help Assessment.'
- All staff at RSB should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially [section 17](#) (children in need) and [section 47](#) (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (DfE, 2019)
- All staff at RSB have responsibility to report their concerns about a child without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, anyone can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.

- Everyone has responsibility to escalate their concerns and ‘press for reconsideration’ or ‘escalation’ if they believe a child’s needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child’s situation should improve.
- RSB will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. ‘Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.’ **Working Together to Safeguard Children (DfE, 2019)**
- RSB will work with other agencies to ensure any actions that are part of a multiagency coordinated plan are completed in a timely way.
- RSB will follow the local authority and the Local Safeguarding Children Board procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- The children and young people at RSB have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance ‘**Keeping Children Safe in Education (DfE, 2019)**. **This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least Part 1 and Annex A of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A ‘**child in need**’ is defined under the **Children Act 1989** as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the **Children Act 1989**.

Section 175 of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under section 157 of the same Act.

Working Together to Safeguard Children (DfE, 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies:

‘Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.’

In addition, **Working Together to Safeguard Children (DfE, 2018)** also reinforces the need to take action to provide early help before statutory services are required:

‘Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years.’ (DfE, 2018)

The school therefore understands its responsibility to engage with other professional’s in Early Help Assessments when a child’s needs according to the Local Safeguarding Children Board’s Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act, 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers: ‘**The Prevent Duty**’ (June, 2015).

The guidance summarises the requirements of schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. **All children at RSB are on a 1:1 or closely supervised when on the internet and the appropriate restrictions in place.** The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. **All staff at RSB are aware of The Prevent Duty. Staff have all read the new Keeping Children Safe in Education (DfE, 2019) with particular reference to Annex A.**

Staff are fully aware of EYFS prevent and our lead safeguarding officer has undertaken additional training in this area.

'Section 5B of the Female Genital Mutilation (FGM) Act, 2003 (as inserted by section 74 of the Serious Crime Act, 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Staff at RSB would be aware of children's changes in behaviours or how they physically move or sit indicating pain or discomfort. It may be rare for teachers to see visual evidence, and they should not be examining pupils, but because of the intimate care needs of some of the children at RSB staff may discover visual evidence while changing or bathing a child, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genitalmutilation-procedural-information>

All staff regardless of status or role within the school **must** report to the police cases where they discover that an act of FGM appears to have been carried out. In such a case with the school or college's Designated Safeguarding Lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the staff does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.' (DfE 2018)

The school will also consult the government guidance **Multi-Agency Statutory Guidance on FGM (revised 2016)**. In addition, RSB recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multi-Agency Guidelines**, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco@fco.gov.uk.)

Early years providers have a duty under section 40 of the **Childcare Act, 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage**.

The Teaching Standards (DfE, 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others' British values.

In addition, the **Sexual Offences Act, 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take account of additional DfE guidance including:

- **CSE Definition and a guidance for practitioners (DfE, 2017)**
- **Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance (DfE, 2017)**
- **Disqualification under the Childcare Act, 2006.**
- Information sharing: Advice for practitioners providing safeguarding services. (HMG 2018)
- **Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE, 2018)**
- **The Prevent Duty** - Departmental advice for schools and childcare providers. (DfE 2015)
- How social media is used to encourage travel to Syria and Iraq (DfE Briefing note for schools)
- **The Ofsted School Inspection Handbook and Ofsted Guidance: Inspecting Safeguarding in Early Years, Education and Skills.**
- What to do if you are worried a child is being abused 2015- Advice for practitioners (DfE, 2015)
- Other DfE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-collegeschildrens-services/safeguarding-children>

6. Communicating with parents and visitors:

RSB is committed to the principles of **Working Together to Safeguard Children (DfE, 2018)** which states that a 'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'

The following statement is provided to parents/carers so they are aware of the school's responsibilities: *RSB ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.*

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. The school is not able to investigate child protection concerns but has a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can, in certain circumstances, share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

RSB will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance.

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected.

We would expect you to also report to the Head of School, Mr Paul Boulton, or the Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitor's book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception.

7. Roles and responsibilities:

The Head of School is: **Mr Paul Boulton**

The Chair of Governors is: **Dr. David Withey**

The Designated Safeguarding Lead for Child Protection is: **Mrs Linda Hogan**

Person trained to provide cover for the role of Designated Safeguarding Lead: **Miss Amanda Boyle**
The nominated governor for dealing with allegations against the Head of School is: **Dr. David Withey**

The governing body should ensure that:

- The school meets the statutory responsibilities set out in **Keeping Children Safe in Education (DfE, 2019)** and **Working Together to Safeguard Children (DfE, 2018)**.
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's 'Responding to Needs Framework.'
- The child protection policy is reviewed at least annually by the full governing body and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the **Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium, 2015)**
- The school's practice is reviewed in line with local authority guidance, Local Safeguarding Children Board (LSCB) priorities and procedures and any actions identified in the local authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head of School.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The chair of governors and safeguarding governor together with the Head of School review the school's Single Central Record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the governing body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head of School will ensure that:

- The Single Central Record is up to date by HR and the safer recruitment practices set out in **Keeping Children Safe in Education (DfE, 2019)** are followed in line with the school's Safer

Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training.

- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding are kept up to date by HR.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the local authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of **Keeping Children Safe in Education (DfE, 2019)** and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when online. Children should be aware of the support available to them.
- They quality assure the school's child protection practices and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.
- In keeping with **The Prevent Duty** reasonable checks are made on visiting speakers.

Designated Safeguarding Lead

Keeping Children Safe in Education (DfE, 2019) sets out the broad areas of responsibility for the Designated Safeguarding Lead:

Manage referrals

The designated safeguarding lead is expected to:

- *Refer cases of suspected abuse to the local authority children's social care as required.*
- *Support staff who make referrals to local authority children's social care.*
- *Refer cases to the Channel programme where there is a radicalisation concern as required.*
- *Support staff who make referrals to the Channel programme.*
- *Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.*
- *Refer cases where a crime may have been committed to the police as required.*

Work with others

- *Liaise with the Head of School or Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;*
- *As required, liaise with the "case manager" (as per Part 4) and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and*
- *Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs. on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.*

Undertake training

The designated safeguarding lead at RSB and any deputies) should undergo training to provide them with the knowledge and skills required to carry out their role. This training should be updated at least every two years.

*The Designated Safeguarding Lead should undertake **The Prevent Duty** awareness training.*

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read

and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- *Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.*
- *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 at RSB has access to and understands the school's child protection policy and procedures, especially new and part time staff;*
- *Are alert to the specific needs of children in need, those with special educational needs and young carers;*
- *Are able to keep detailed, accurate, secure written records of concerns, **Form B** (yellow cause for concern) and referrals;*
- *Understand and support the school with regards to the requirements of **The Prevent Duty** and are able to provide advice and support to staff on protecting children from the risk of radicalisation;*
- *Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or college;*
- *Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;*
- *Obtain access to resources and attend any relevant or refresher training courses; and*
- *Encourage and promote a culture and ethos of listening to children and taking account of their wishes and feelings, among all staff, and any measures the school may put in place to protect them.*

Raise Awareness

- *The Designated Safeguarding Lead should ensure the school's child protection policies are known, understood and used appropriately;*
- *Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;*
- *Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;*
- *Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.*

Child protection file

- *When children leave RSB we ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.*
- *In addition to the child protection file, the Designated Safeguarding Lead would also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.*

Availability

- *During term time the Designated Safeguarding Lead (or a Deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If both are unavailable a member of the SLT would deputise.*
- *We are a residential school and during residential hours or overnight there is always a manager working or on call and on the premises.*

According to Local Guidance it is expected that the Head of School will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or Teaching Regulation Agency. In addition to the role outlined in **Keeping Children Safe in Education (DfE, 2019)** the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- At RSB all child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the local authorities and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the LSCB agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child's needs are not being met following the LSCB's Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training and all referrals that are made are quality assured. Supervision is provided to the safeguarding team to monitor all decisions and action taken and the well-being of each team member.
- All staff read and understand Part 1 and Annexe A of the **DfE (2019)** guidance **Keeping Children Safe in Education** and make available to them other key documents and guidance.

All staff (and volunteers) at RSB should:

Contribute to ensuring students learn in a safe environment.

- Read and understand as a minimum Part 1 and Annexe A of the **DfE (2019)** guidance **Keeping Children Safe in Education** and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in Part 1 of the **DfE (2019)** guidance **Keeping Children Safe in Education** e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Recognise that any child may benefit from early help, but all school and residential staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;

- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited; and
- is a privately fostered child.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff. Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Report any concerns without delay about the behaviour of an adult towards a child to the **Designated Safeguarding Lead, Mrs Linda Hogan.**
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to children's services if required to do.
- Staff at RSB must personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the **Guidance for Safer Working Practices for Adults Working with Children (2015).**
- Be aware safeguarding issues can manifest themselves via peer on peer abuse, how to report and resolve.

Understand that all children at RSB with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- children with sensory losses including visual and auditory may not see or hear their abusers so there is little or no chance of them being identified so they can become 'easy targets';
- Children in wheelchairs may not be able to move away from their abusers so they are 'sitting targets';
- Children with little or no verbal communication cannot speak out to name their abusers; and
- Communication barriers and difficulties in overcoming these barriers.' Because of these barriers it is essential that the staff at RSB know our children's usual patterns of behaviour and communication methods so they are alert to any changes in behaviours and can act accordingly.

The DfE has provided additional practice guidance **Safeguarding Disabled Children' (DfE, 2009).**

- Have access to 'What to do if you are worried a child is being abused (DfE, 2015) - Advice for practitioners (DfE, 2015)'.

8. Safeguarding Framework:

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:

- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision
- behaviour for learning
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in care (Looked After)
- clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse

- disability objectives and accessibility plan
- equal opportunities
- emergency planning
- evacuation and lock-down procedures
- first aid
- intimate care
- on-line safety
- risk assessments
- safe recruitment practices
- managing allegations against staff and volunteers
- sex and relationships education
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs
- whistle-blowing

9. Procedures for reporting child protection or child welfare concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head of School or any member of the School Leadership Team as above. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident ***Form A**.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

Liverpool Carelinehub 0151 233 3700

Knowsley MASH 0151 443 2600

Wirral Integrated Front Door 0151 606 2008

(Out of hours 0151 677 6557)

Halton Social Care Contact Centre 0151 907 8305

(Out of hours 0345 050 0148)

St Helens Contact Centre 01744 676 600

Sefton 0345 140 0845

(Out of hours 0151 934 3555)

Wigan Duty Team 01942 828300

- The Designated Safeguarding Lead, **Mrs Linda Hogan** or Deputy Designated Safeguarding Lead **Miss Amanda J Boyle** will follow the LSCB and local authority multi-agency procedures and consider the child's needs alongside the LSCB's Levels of Needs/Responding to Needs Framework (Threshold document) ***Forms C - D** and consider whether an early help assessment (Level 2 and 3) or referral to children's services is needed (at Level 4).

- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with children's services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The school will always seek to follow the LSCB procedures which can be found on their website:
<http://liverpoolscb.proceduresonline.com/>
<https://www.knowsleyscb.org.uk/professionals/multi-agency-procedures/>
<https://www.wirral safeguarding.co.uk/procedures/>
<https://seftonlscb.safeguardingpolicies.org.uk/may-2017/procedures-manual/11-introduction>
<http://www.proceduresonline.com/pancheshire/halton/index.html>
<https://www.wigan.gov.uk/WSCB/index.aspx>
<http://children.haltonsafeguarding.co.uk/procedures-guidance/>

'School Improvement Liverpool Schools' Safeguarding Handbook' and Part 1 of **Keeping Children Safe in Education (DfE, 2019)** provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

'School Improvement Liverpool Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

If any staff member at RSB in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the staff member must report this to the police. **Keeping Children Safe in Education (DfE, 2019)** provides additional guidance. Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the local authority's **The Prevent Duty** and Channel team.

10. Additional child protection guidance will be provided to all adults working with young people which will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead;
- Part 1 and Annexe A of **Keeping Children Safe in Education (DfE, 2019)**.
- The school's Code of Conduct for staff and volunteers;
- The school's behaviour policy for children;
- Guidance for Safer Working Practices for Adults Working with Children (**Safer Recruitment Consortium, 2015**);
- A flowchart summarising the child protection procedures;
- Definitions of abuse or neglect and possible indicators;
- Identified groups of children more vulnerable to abuse;
- Specific guidance related to including FGM, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect and online-safety;
- Dealing with allegations against staff and volunteers procedures;
- Whistleblowing procedures; and
- 'What to do if you are worried a child is being abused, 2015- Advice for practitioners (**DfE, 2015**)'.

11. Managing allegations against staff and volunteers working at the school

All staff and volunteers at RSB must report any concerns about a member of staff's behaviour towards children to the Head of School who will act as the case manager. Concerns can also be discussed with the Designated Safeguarding Lead. Concerns about the Head of School should be raised with Chair of Governors, **Dr. David Withey**.

The school's managing allegations against staff and volunteer's policy and procedures will support everyone to take approach action.

Concerns can also be taken directly to the local authority Designated Officer (L.A.D.O.), (below) if needed, via children's services.

Staff have access to the school's managing allegations against adult's procedures and **Whistle Blowing Policy**. This is displayed throughout our school environment and in our staff 'News Room' any concerns staff should contact:

Ray Said: (LADO) raymond.said@liverpool.gov.uk, 0151 233 0853.

- **(The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.)**

Section 4 of the **DfE (2019) guidance Keeping Children Safe in Education** provides further guidance. In addition to the school's own procedures.

12. Domestic abuse/violence and operation Encompass. The safeguarding leads have training regarding domestic violence. The school are aware and have had alerts from the police from Operation Encompass, this is now done via email. This information sharing scheme is for all children of school age. Unfortunately, this scheme does not take into consideration children 0-5years so it is up to the staff working with these children to be extra vigilant to anything they may feel is 'wrong' at home and report to the safeguarding leads.

Contextual safeguarding and peer on peer abuse. An approach to understanding and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can 'feature violence and abuse.'

13. Allegations of abuse against another student (peer on peer abuse)

At RSB we would take very seriously any cases of peer on peer abuse. All staff are aware of how and who to disclose any concerns to. The outcomes would depend on the nature and seriousness of the abuse and the cognitive understanding of both parties involved.

Abuse is most likely to include, but may not be limited to:

- bullying, (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment: sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff.

Staff at RSB should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour.

Staff should be vigilant to sexualised/aggressive touching/grabbing. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

The DfE states '*peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.*'

Children with special educational needs, sensory impairments, physical or cognitive disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children (as above). Children who are LGBT, transgender or perceived to be, may also be targeted by their peers and suffer bullying, harassment or be assaulted.

Victims of peer on peer harm will be supported by RSB pastoral system and referred to specialist agencies including, as examples, 'CAMHS', 'Brook' and 'Barnardos'. A risk assessment may need to be in place. At RSB the school curriculum which includes relationships and sex education will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours. *Here at RSB we aim to install the skills, knowledge and confidence in our children and young people to*

enable them to come forward and disclose any form of harassment in whatever form of communication that is comfortable to them.

Additional guidance is available on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/onlineabuse/legislation-policy-practice/>

14. On-line safety, data protection and the use of mobile phones and digital photographic equipment

RSB will take all reasonable precautions to ensure e-safety.

All staff at RSB are responsible for promoting and supporting safe behaviours in the classrooms and the residential home following e-safety procedures. Staff are aware of the whistle blowing policy and should feel confident to report any bullying, cyberbullying abuse or inappropriate materials.

The DfE highlights the risks of new technologies:

‘The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes harm.

There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After (Children in Care) who might be put at risk by being included in publicity materials or school photographs. (<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> provides clarity as to how staff should respond to these incidents).

ICT is essential in teaching and learning as it is embedded within all activities. At RSB we have a whole school approach to the safe use of ICT. All staff should be familiar with the school’s policy including:

- safe use of email;
- safe use of internet including use of internet-based communication services, such as instant messaging, and social network;
- safe use of the school network, equipment and data;
- safe use of digital images and digital technologies, such as mobile phones and digital cameras;
- publication of pupil information/photographs and use of website;
- e-bullying/cyber bullying procedures; and
- their role in providing e-safety education for learners.

Staff are updated and reminded about safety matters as and when needed and in annual safeguarding training.

Complaints of cyber bullying are dealt with in accordance with our annual anti bullying and safeguarding policies.

Our school e-safety co-ordinator is Mrs Kerry Parkinson.

Our e-safety co-ordinator ensures she is kept up to date with safety issues and guidance through organisations such as child exploitation and on line protection (CEOP). The schools e-safety co-ordinator ensures the Head of School, Head of Care, Senior Management and the Safeguarding Team are updated as necessary. E-safety information and materials is also sent home to give parents information and guidance on how to keep their child safe.

15. The safeguarding curriculum

At RSB we have developed, as part of our curriculum, ways we can help and empower our children to keep themselves safe from harm.

Children will be supported to develop their understanding, at the appropriate age and stage of development, risks including: using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol.

Children will also learn about the wider safeguarding curriculum which for children with sensory losses would include road safety, how to move around their environment safely through mobility and orientation sessions and danger stranger and know how to seek support when needed.

The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society promoting British values, the rule of law and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

At RSB our children have special educational needs and we aim the curriculum at the child's stage of development and this includes **EYFS** to make sure they understand the rules of law around technologies and the internet according to their ability to do so. This starts with being kind to each other and showing respect and tolerance. This is taught through PHSE but also in the role models that the staff have become demonstrating to the children, friendships, sharing, respecting each other's viewpoints and contributions to the running of nursery, classrooms and residential provision. It in fact starts at the top through our Head of School's shared vision which all staff are invited to contribute too. Our voices are heard!

At RSB we promote mutual respect both in person and digitally and ensure all pupils show tolerance to those of different faiths and beliefs.

We also follow guidance from **Every Child Matters** to keep children safe by ensuring knowledge is kept up to date., information is shared to the relevant department in a sensitive and timely manner, and pupils are always monitored online or when using technology.

EYFS. Where every child is a unique child: Although we are not required to have a separate policy for **EYFS** it needs pointing out that there are some considerations that need to be taken into account to safeguard them.

- First aid - Staff should hold a paediatric first aid qualification.
- Staff induction - So staff know what is expected of them. (Same as school/residential).
- Staff are suitably qualified for the job.
- Staff training. So staff are equipped with the skills to do the job competently and confidently. (As school).
- Staff/child ratios should be suitable for ages of children.
- Supervisions and Appraisals so staff have a voice that is confidentially heard. (As school).
- The environment. This should be safe where children are free to explore and learn through play.

Mrs Linda Hogan (Head of Care) and Miss Faye Blunt (EYFS Practitioner) have also had additional Early Years Prevent training.

16. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect including exploitation. Local authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. RSB will follow the Merseyside missing children protocol. Unauthorised attendance will be closely monitored. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. RSB would also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Looked After and/or SEN are closely monitored.

Staff at RSB would inform the child's social worker immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team, including the EWO, school nurse and SENCO, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The school

will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. At RSB we also have a secure 'password' policy in place for any authorised adult picking up a child from school.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and Forced Marriage.

17. Private fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie.) A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in **Keeping Children Safe in Education (DfE, 2019)**. When a child is privately fostered a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

18. Safe recruitment

RSB ensures that all appointments follow its recruitment policy and the guidance set out in **Keeping Children Safe in Education (DfE, 2019)**. At least one member of the appointments panel will have undertaken safer recruitment.

The school undertakes all the required DfE pre-employment checks and where appropriate record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks.

The school is required to inform relevant staff who fall within the scope of Disqualification under the Childcare Act 2006: <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006> and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

19. Confidentiality, information sharing, record keeping and retention

Staff will be told of concerns about a child on a 'need to know basis'.

The school understands the need to keep child protection and safeguarding records securely. The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting.

The school will retain records in keeping with local authority guidance and NSPCC guidelines: <https://www.nspcc.org.uk/globalassets/documents/information-service/child-protectionrecords-retention-and-storage.pdf>. This in turn references the Information and Records Management Society (IRMS) 2018 Information management toolkit for school's Version 5.

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

20. Complaints

Complaints about safeguarding should follow the school's complaints policy.

The school and local authorities also have Whistleblowing procedures.

(The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285)

School record of pupil disclosure form

Pupil's details

Full name

Address

Telephone

Date of birth

Gender

Class/residential house?

Does the child know this form has been completed? If not why not?

What has the pupil disclosed? Please provide a description of who? Where? What? When? You must make clear what is fact and what is your opinion or hearsay. You must not ask the pupil leading questions or try to investigate the concern yourself.

What have you observed and when?

What have you been told and when? Write here anything you have been told by the pupil or another person. Be clear about who has said what.

What have you heard and when? This may be third party information that is relevant but as yet unsubstantiated. If an allegation has been made, give details you have about it.

Does the child have any visible injury? If yes has medical advice been sought?

Has any action already been taken in relation to this concern (for example the child removed from class? First aid?

Your details

Date and time of this record.

Name.

Contact number

Position. If you are not a member of the school staff, please provide details of your agency or other service

Name and position of the person this form was handed to.

Date and time it was handed over.

If this record has been handed over to anyone other than the Designated Safeguarding Officer or the Deputy, please explain why?

Hand this form to the Designated Safeguarding Lead or the Deputy ASAP. If they are not available hand over to the Head of School or your line manager but remember confidentiality.

If you have used additional sheets to complete this disclosure, please staple them to this form and write the number of sheets used here-----

FORM * B Cause for Concern/ incident

Child's Name :		Male/Female:	
Child's DOB :			
	Cause for concern	Incident	Possible Safeguarding?
Tick as appropriate			
Date and time of concern :			
Your account of the concern : (what was said, observed, reported and by whom)			
Additional information : (your opinion, context, witness names)			
Your response : (what did you do/say following the concern/incident)			
Your name :		Your signature :	
Your position in school :		Date and time of this recording :	
Action and response of Safeguarding Lead/ Assistant Head (as appropriate)			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Line managers signature:		Date:	

Checklist

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay?
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Vocabulary should be written down verbatim)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at newsroom within school)

Audit date:	Audited completed by:		
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.

Safeguarding Pledge

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected.

We would expect you to also report to the Head of School, Mr Paul Boulton or the Designated Safeguarding Lead, Mrs Linda Hogan any behaviours of any adults working in the school that may concern you. By signing our visitor's book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

Date approved by Governors: Nov-19

Date of Review: Nov-20