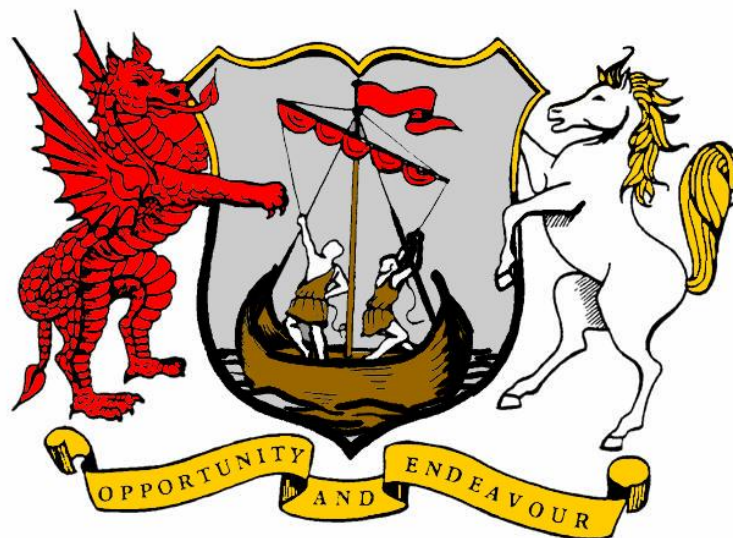


# HAYGROVE SCHOOL



## SAFEGUARDING POLICY

LINKS: Incorporating Raising Concerns at Work (Whistleblowing), Behaviour Management Confidential Reporting Code, Health and Safety, Management of Allegations against staff policy, Safeguarding Children, E-Safety, Use of Photography and recording, Recruitment and Selection Policy, Equal Opportunities, Anti-Bullying, Physical Interventions, First Aid, Drugs and Substance misuse, PSHCRE, SRE, SMSC, Racial Equality, Work Placements, Attendance and Absence.

DATE: September 2016

POSTHOLDER RESPONSIBLE: Mr G Walters - Designated Safeguarding Lead & Miss L Gregg (Deputy Designated Safeguarding Lead)

GOVERNORS COMMITTEE: Human Resources

DATE RATIFIED: 21 July 2017

## Haygrove Child Protection Policy

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## **Introduction**

The aim of this policy is to safeguard and promote our students' welfare, safety, health and guidance by fostering an honest, open caring and supportive climate. The student's welfare is of paramount importance. Haygrove School fully recognises the responsibility it has under the Education Act 2002, Counter-Terrorism and Security Act 2015, Working Together to Safeguard Children (2015), Keeping Children Safe in Education (2015), What to do if you're worried a child is being abused (2015), Information Sharing (2015) and the contribution it can make to protect children and support students in school.

All staff involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns as illustrated through whole school staff training every 3 years (last completed January 2015), where the above documents and acts are referred to. There are also termly reminders for staff and pupils.

This policy sets out how the school's governing body discharges its statutory duties in promoting the welfare of children who are students at the school.

There are three main elements to our Child Protection Policy:

- 1. Prevention** through the teaching and pastoral support offered to the students within the whole school protective ethos.
- 2. Protection** by following agreed procedures, ensuring staff are appropriately recruited (following DCSF Safer Recruitment guidance) and supported to respond appropriately and sensitively to child protection concerns.
- 3. Support** to students who may have been abused. This policy applies to all staff working in the school, including governors. Concerned parents may also contact the school or one of the governors, directly or anomalously through our School Help Advice Reporting Page System (SHARP).

## **School Commitment**

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of, or suffering from, abuse.

Haygrove School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to through our supportive tutor system.
- Ensure that students and their carers know that there are adults in the school who they can approach if they are worried or are in difficulty by phone, e-mail or letter.
- Include in the curriculum, through assemblies and tutor time, activities and opportunities for PHSCRE/Citizenship, which equip students with the skills they need to stay safe from abuse.

- ‘and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.’
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### **Framework**

Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authorities have a particular responsibility towards children and families most at risk of social exclusion, (see DCSF “Working Together to Safeguard Children” 2006 Counter-Terrorism and Security Act 2015, Working Together to Safeguard Children (2015), Keeping Children Safe in Education (2015), What to do if you’re worried a child is being abused (2015))

Safeguarding is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice across all agencies is the responsibility of the Local Safeguarding Children Board (LSCB)

### **The Role of the Governing Body**

The Governing Body fully recognises its responsibilities with regard to Safeguarding and to safeguarding and promoting the welfare of children.

It will:

- Designate a governor for child protection who will oversee the school’s Child Protection policy (currently Tina Stoel-Walker), procedures and report to the full Governing Body as necessary.
- Ensure an annual report is made to the Governing Body on child protection/safeguarding following the agreed Somerset format. A copy of this completed review should be sent to the local authority for monitoring purposes. .
- Ensure that this Policy is revised and updated annually
- Oversee and Internal Audit of the Safeguarding policies with the DSL and DDSL

### **Roles and responsibilities**

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. (Section 11, Children Act 2004). There are, however, key people with schools and the LA who have specific responsibilities under Child Protection Procedures. The names of those holding these responsibilities for the current year are listed on the cover sheet of this document, and displayed in the Staff Planner as well as the Student Planner for all staff and carers to see.

The DSL at our School is Mr G Walters In his absence, Miss L Gregg will take the lead. In any event, the Head Teacher will be informed of any suspicions of abuse.

Should any concerns relate to the Head Teacher, the Chair of Governors will be contacted.

## **Training and support**

The Head Teacher will ensure that the Designated Safeguarding Lead is a senior member of the school's leadership team; that they, their deputy and the governing body attend training relevant to their role (currently all Leads are up to date on their training).

All staff working in a school setting must have received 'Basic Awareness' training in Safeguarding and Child Protection and this must be updated every 3 years. The designated person is responsible for ensuring this; they can deliver this training themselves once they have completed the LSCB Level 2 "Working Together" via the three hour cascade training pack which is available from the LSCB (Liz Bidmead – Education Adviser) or this can be purchased as a traded service from the LSCB. All staff received this in January 2015 following previous training in February 2012 and March 2009. Any staff that miss the training have evening twilight sessions.

## **Procedures**

Where it is believed that a student is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and the LSCB documents which can be found on <https://slp.somerset.org.uk/sites/somersetlscb>

These procedures make it clear, confirmed in our own school policies, that the welfare of the child is of paramount importance. This takes precedence over sensitivities about relations with parents, the likely reaction of other parents and the community and any wish a child might have for complete confidentiality (which cannot be guaranteed). Members of staff not following the procedures could put themselves and the child concerned at risk. As long as the procedures are adhered to, members of staff will receive the full support of the Governing Body and the Local Authority (LA.) Relevant staff will be notified of any specific concerns during morning briefings, face-to-face or emailed if appropriate

Parents will be informed of the school's duties of Safeguarding through the school prospectus, website and other relevant documentation e.g. 'Heads Up'.

## **Procedures Checklist**

Child protection procedure checklist for our staff

### **If:**

- A student discloses abuse, or
- A member of staff suspects a child may have been abused, or
- A third party expresses concern
- A staff member witnesses a potentially abusive situation involving another staff member.

The member of staff **MUST: RECORD AND REPORT with the DSL or DDSL in their absence.**

If you receive a disclosure it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

If you are in the room when a student begins to disclose concerns to another person, you should stay unobtrusively in the background. You may be able to support/witness what has been said if required.

- **Respond** without showing any signs of disquiet, anxiety or shock
- **Enquire casually** about how an injury was sustained or why a child appears upset
- **Confidentiality must not be promised** to children or adults in this situation
- **Observe** carefully the demeanour of behaviour of the child
- **Record** in detail what has been seen and heard
- **Do not interrogate** or enter into detailed investigations. Encourage the child to say what he wants until enough information is gained to decide whether or not a referral is appropriate.

**Asking Questions** – Staff are understandably anxious about what questions they can ask if they are concerned about a child, or if the young person tells them something they are concerned about. Asking open questions is often helpful to the young person and can help you clarify the situation for yourself.

- **It is important NOT to ask leading questions (ie questions that imply a specific answer)**
- **It is important to know when to stop asking questions and just listen**
- **It is important not to interrogate**

Questions you **can** ask:

- Tell me (“tell me what happened...”)
- Explain (“explain what you meant by.....”)
- Where (“where did this happen/where were you...”)
- When (“how long ago did this happen/when did this happen.....”)

Remember you are only clarifying with the young person if something concerning did happen or could have happened from the information they give you.

Then **REPORT** to the designated person without delay (they may be involved already).

Members of staff **MUST NOT**

- Investigate suspected/alleged abuse themselves
- Evaluate the grounds for concern
- Seek or wait for proof
- Discuss the matter with anyone other than the Head /DSL or DDSL in their absence

The Children’s Social Care Department and CAIT (Child Abuse and Investigation Team – Police) are the only agencies that can investigate allegations of abuse.

### **Professional confidentiality**

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

**No adult must ever guarantee confidentiality to any student.** Staff should make students aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken. The law permits the disclosure of confidential information necessary to safeguard a child or children.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible, may put the child at greater risk or may not be in the best interest of the child's welfare. Decision should be made on a case by case basis and justifiable.

**If you are unsure, seek legal advice or advice from Children's Social Care**

### **Supporting students at risk**

Haygrove School recognises that children who are abused or who witness violence, may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Haygrove School will endeavour to support students through:

- The curriculum, to encourage self esteem and self motivation
- The school ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies that support the students and their families.
- A commitment to develop productive and supportive relationships with parents and carers.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situation.

We recognise that, statistically, all children are vulnerable to abuse. However, school staff who work, in any capacity, with children with emotional and behavioural problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic abuse, mental health issues, substance or alcohol misuse, children may also be vulnerable and in need of support or protection.

### **Records and monitoring**

Well-kept records are *essential* to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

Haygrove School will

- Keep clear detailed written and electronic records of safeguarding concerns about students, using the 'Common Request for Involvement Form (CRIF).
- Ensure all such records are kept separate from the child's main school file and in a securely locked location accessed only by specified staff. Currently stored in a locked safe with access by the DSL and DDSL only, the safe is in a locked office.
- Ensure that the main file is marked to show that there is additional information held separately.
- Ensure these records are passed on to the receiving school securely, either by hand or recorded post, if a student transfers with receipt being obtained by the receiving school

A brief summary of the concerns will be recorded in a bound book, also kept securely. This will indicate who has been notified, including parents, School Governor.

We will ensure that child protection information is passed on to Children's Social Care and we will retain this record for as long as the child remains in school, or has transferred as described above.

Guidance from the Records Management Society is that when a student with a child protection record reaches statutory school leaving age (or where the student completed 6<sup>th</sup> form studies), the last school attended should keep the general student records and child protection file until the student's 25 birthday. It should then be shredded. This timescale allows for any legal proceedings brought in terms of litigation by a student in respect of a school 'failing to provide an education'. Justice Cowell Goddard, Chair of the independent inquiry into child sexual abuse stated in June 2015 stated that "all documents should be retained". Haygrove school follows this policy.

### **Common Assessment Framework (CAF)**

This form should be used where we consider that a child has needs, which cannot be met solely by the school, and where, following an assessment of the situation, we believe co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

In these circumstances, we will have records detailing what work has been undertaken by our school to support the child and family and why we believe that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the CAF. The request for co-ordinated support services for a family should always be discussed with parents and permission is required before proceeding. If permission is granted then the CAF is sent directly by email to the CAF coordinator at [CAFcoordinator@somerset.gov.uk](mailto:CAFcoordinator@somerset.gov.uk) .

**Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral must be made by the Child Protection Designated Person or the Deputy Designated Person without delay. This referral should be by telephone to Somerset Direct (0300 123 2224) followed up in writing using the Common Request for Involvement form (CRIF). A CRIF can be obtained by request, from Somerset Direct at the time of making the referral.**



## **Prompt sheet for child protection referrals**

Before the Designated Child Protection person makes a referral through to Somerset Direct, they will need the following information to hand. However, avoid unnecessary delay:

### **Child's details (available through SIMs)**

- Name, including any middle names and, if the child is known by more than one name; list all names known.
- Date of birth.
- Address and telephone number.
- Health issues that may be relevant.
- Any known disabilities that may affect communication.
- Legal status (e.g. looked after/residency orders etc)

### **Family details (available through SIMs)**

- Names of parents and/or carers.
- Names and ages of any other children in family.
- Ethnicity and cultural background and where appropriate information about the need for interpreters.
- Name of the family's GP

### **School history (available through SIMs)**

- How long has the child attended your school?
- Attendance record – check if there has been a problem with attendance, look out for any patterns that emerge from attendance records, i.e. some children have been reported to miss every Monday because there have been problems at the weekend.
- Behaviour – how does the child present in school? Check for any repeated patterns of behaviour, or sudden changes of behaviour. Do these relate to a change in circumstances at home?
- Relationship with school: good, non-existent, volatile?

### **Child protection history (records kept on file, electronic and written)**

- Have you had previous concerns and have you made previous referrals? It is important to revisit previous concerns to get a wider picture. Child protection services are reliant on other agencies to help them build up a clearer picture of what has been happening. The relationship between each event may be more significant than each individual event.
- If you have referred in the past, what was the outcome? Never let the fact that no action was taken last time affect your way of managing new concerns. If you have a concern, always pass it on.

### **This referral**

It is useful to write down your reason for referral before making your call. Include as much detail as you can clearly distinguishing between fact and opinion.

## **Forms of Abuse**

From 'What do you do if you're worried a child is being abused' (2015) available at:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

### **Physical abuse:**

Is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.<sup>1</sup> Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

### **Sexual abuse and exploitation**

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Child sexual exploitation (CSE):**

Is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

**Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

For CSE a referral to Somerset First Response Service (Somerset Direct) where the Somerset CSE screening tool refers to the Multi-Agency Safeguarding Hub (MASH) for their involvement

**Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Neglect**

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.<sup>3</sup> However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to

alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured

**Consent**

In most cases it is agreed that it is better to tell the parent/carers that you intend to refer to Children's Social Care or the Police but think it through; **if you think telling may put the child at more risk, take advice first.** If in doubt, ring Somerset Direct (0845 3459122) and discuss with the Duty Social Worker.

**Making the referral**

Once the DSL has all the necessary information in front of them, they will be able to make a child protection referral with confidence, following the South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk)) and record all your actions and responses from other agencies.

**Attendance at Child Protection Conferences**

If a Child Protection Conference is called about a specific child/ren it is a requirement that the school is represented and will share information about the child and their family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting. Where the school provides a verbal report, parents/carers will be informed what is to be said prior to the conference.

Occasionally, the school may have information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the Chair of the conference will discuss the matter with parents/carers beforehand. If you are unsure, discuss with the conference Chair before the conference date.

When any child becomes the subject of a conference, local procedures require all other children in the family are considered. It may well be that the school will be required to provide information on children with whom there appear to be no direct concerns.

The school will contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan

**Safe schools, safe staff (CHECK WITH KC and MBE)**

- When recruiting staff and volunteers, the school must ensure all appropriate checks are made and the Safer Recruitment Guidance issued by the DCSF is fully complied with. This applies to permanent, temporary and volunteers.
- The school must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited and ensure that where appropriate, adults are not left with children, unsupervised.
- The school must ensure that there is sufficient staff (male/female balance) to run all activities.
- All school staff must be an adult role model for students: courteous, friendly and kind. No member of staff should make suggestive or discriminatory or other inappropriate comments.
- All school staff should respect students at all times regardless of their sex, ethnicity, disability or sexual orientation.
- No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description.
- All staff should be clear about what constitutes acceptable forms of communicating with children and the appropriate use of all electronic technology (ie. texts, social networking sites etc.)
- All school staff should be firm and fair with students. Favouritism should be avoided, as should singling out troublemakers.
- No member of school staff should allow students or adults to engage in abusive activities such as initiation rites, ridiculing or bullying (which includes cyber-bullying). This must be reported to the designated child protection lead.
- The school must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other.
- The school must encourage children to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable.
- All school staff should ensure that when working individually with a student, they should be mindful of safe working practices, (e.g. where possible doors are left open), other staff are aware they are working on a one to one basis, and immediate help is available if needed.
- All school staff should report disclosures or concerns to the Child Protection Officer.
- Staff should never trivialise child abuse issue
- No member of school staff should drive a student home without permission of the parent/carer and Head Teacher.
- No member of staff should ever take a young person to their home. In any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations.

### **Procedures to follow if an allegation is made against a member of staff.**

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. In all instances the Designated Child Protection Person must be informed. If the allegation concerns the Child Protection Person, then the Head must be informed. If the concern involves the Head then the Chair of the Board of Governors must be informed.

In all situations the school County HR contact and the Designated Officer must be informed. The contact details for the Designated Officer are made through Somerset Direct on 0300 123 2224 .

### **Extended schools**

Schools need to be clear about safeguarding procedures in relation to extended school activities. Activities organised by or with the school, should be incorporated within the school's safeguarding and child protection policy. Alternatively the provider of the extended school service should have a bespoke child protection policy, in which case the provider's policy and CRB checks will need to be assured. This is the responsibility of the school or the extended school co-ordinator in the locality. For exchanges with other schools the safeguarding responsibilities are with the host family with the Haygrove family signing full responsibility over as in a private fostering arrangement

**However this is managed it is essential that child protection and safeguarding principles apply to extended school activities and responsibility for ensuring adherence to these principles is clearly established.**

### **Off-site provision**

When placing students with other Education Providers, Haygrove School is responsible for checking that the provider has complied with required recruitment procedures and that individuals working with students are CRB checked. Within the provider contract, the manager of the provision should provide assurances, and sign the agreement that this requirement has been adhered to.

### **Professional judgement and Code of Contact**

**Remember: value your professional judgement. School may be the only agency involved with the family at the time of referral, and always pass your concerns to your designated person(s). Pupil/Staff relationships are clearly laid out and this also includes use of social media, as illustrated in the E-safety policy, and the 'posistion of trust' offence in the Sexual Offences Act (2003).**

### **Extremism and Radicalisation**

Haygrove School has a statutory duty under the Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have a due regard to the need to prevent people from being drawn into terrorism

Extremism is defined as the "vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and

beliefs". Radicalisation is defined as "the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include:

- Becoming distant or showing loss of interest in friends and activities
- Possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting students from the threat of radicalization and refer and concerns to the DSL. Staff will shortly receive appropriate training to ensure they have the knowledge and confidence to identify pupils at risk, challenge extremist ideas and know where and how to refer concerns.

The DS, along with the Governor for safeguarding, will be receiving training on the morning of the 7<sup>th</sup> October 2015 along with all the key DSLs and associated governors of the main secondary schools of Bridgwater and the feeder primary schools at Haygrove School. This training will then be disseminated down to the staff of the schools whose DSL attended.

Students at Haygrove also receive information through assemblies on the topic and followed up in tutor time, with curriculum time in RE and Citizenship used to educate the students on Extremism and Radicalisation.

### **Useful Publications ( available from DCSF website)**

- "Safeguarding Children and Safer Recruitment in Education"
- "Working Together to Safeguard Children 2006"
- "What to do if you are worried a Child is being abused"
- "Staying Safe Action plan"

### **Useful Websites**

<https://slp.somerset.org.uk/sites/somersetlscb/SitePages/Home.aspx>

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

South West Shared Procedures  
[www.swcpp.org.uk/](http://www.swcpp.org.uk/)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Department for Education website

<https://www.gov.uk/government/organisations/department-for-education>

### **Useful Phone Numbers**

- 1. Somerset Direct 0300 123 2224**
- 2. Safeguarding for Schools Advisor  
(Liz Bidmead) 01823 358269**
- 3. Designated Officer  
0300 123 2224**