

Safeguarding and Child Protection Policy

"Safeguarding is everybody's responsibility."

This policy has been updated in line with Keeping Children Safe in Education (September 2024)



www.gdfconsultancy.com © 2024 GDF Consultancy Midlands Ltd
Registered office: 20 Wenlock Road, London, N1 7GU
Company no.15387248

Contents

DEFINITIONS.....	2
STATEMENT OF INTENT.....	2
AIMS AND PURPOSE.....	2
ROLES AND RESPONSIBILITIES.....	3
EXPECTATIONS OF STAFF.....	5
PREVENTION.....	5
SAFER RECRUITMENT AND SELCTION.....	6
TRAINING.....	6
SUPPORTING STAFF.....	6
ALLEGATIONS AGAINST MEMBERS OF STAFF.....	6
CHILD ON CHILD ALLEGATIONS.....	7
SUPPORTING PUPILS/STUDENTS.....	7
CHILDREN REQUIRING MENTAL HEALTH SUPPORT.....	7
SUPPORTING PARENTS AND CARERS.....	7
MULTIAGENCY WORKING.....	8
INFORMATION SHARING AND CONFIDENTIALITY.....	8
RECORDING.....	8
WHISTLE-BLOWING.....	8
COMPLAINTS PROCEDURES.....	8
REVIEWS AND COMPLIANCE.....	8
APPENDIX A - RELATED POLICY, PROCEDURE AND GUIDANCE LIST.....	9
APPENDIX B - OVERVIEW OF THE DSL ROLE.....	10
APPENDIX C - OVERVIEW OF THE ROLE OF GOVERNORS.....	12
APPENDIX D - TYPES OF ABUSE.....	13
APPENDIX E - SAFEGUARDING CHILDREN ON THE AUTISM SPECTRUM.....	14
APPENDIX F - RESPONDING TO A DISCOSURE OF ABUSE.....	15

DEFINITIONS

Safeguarding is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes - Keeping Children Safe in Education (KCSIE), September 2024.

Child Protection Action required when a child is suffering or likely to suffer significant harm. It involves protecting the child from further harm, maltreatment, or neglect.

Welfare – Ensuring the safety and well-being of all individual children within the school through inclusive practices that use a whole-child approach, recognising each child's unique needs and rights.

Inclusion – Recognising that all children, regardless of their background or abilities, are entitled to a broad, balanced, and relevant curriculum. Inclusion is achieved by eliminating discrimination, training staff to the highest standards, and engaging community stakeholders to support every child's development.

Child – Any person under the age of 18.

Staff – This term covers all employees, governors, officers, consultants, contractors, volunteers, interns, casual workers, trainees and agency workers.

STATEMENT OF INTENT

At Gradually Developing Futures, we recognize that safeguarding is everyone's responsibility. Our policy applies to all staff, volunteers, visitors, families, community members, and pupils. We are committed to safeguarding and promoting the welfare of all children, recognizing that some children, especially those with special educational needs and disabilities (SEND), may be more vulnerable to abuse and neglect.

Our approach to safeguarding must exemplify best practices, not just meet minimum standards. All professionals must ensure their approach is child-centered, meaning they should always consider what is in the best interests of the child.

Capturing the Voice of the Child: We recognize the importance of understanding and incorporating the views of children in all safeguarding activities. Children have a unique perspective on their own safety and well-being and should be actively encouraged to express their opinions.

This policy should be read in conjunction with the related policies, procedures, and guidance listed in Appendix A.

AIMS AND PURPOSE

The aims of this policy are prevention, protection, and support, in line with safeguarding guidelines:

- **Prevention:** Cultivating a Culture of Vigilance understood by all members of our school community.
- **Protection:** Ensuring all staff are trained and prepared to respond appropriately to child protection concerns.
- **Support:** Providing a safe environment where children feel secure, are encouraged to talk, and are listened to.

We are committed to:

- Ensuring the school is a safe and supportive environment.
- Preventing the risk of harm through early identification, appropriate intervention, and safeguarding measures.

Supporting pupils' development, promoting self-confidence, and fostering independence.

ROLES AND RESPONSIBILITIES

All staff and governors play an active role in safeguarding our pupils from harm, with the child's welfare being the paramount concern.

- **Designated Safeguarding Lead (DSL):** The DSL, part of the senior leadership team, has the lead responsibility for safeguarding and child protection, supported by at least one Deputy DSL. The DSL's role is to oversee the implementation of safeguarding policies, practices, and procedures and act as the primary point of contact for any safeguarding concerns (see Appendix B for details).
- **Principal's Responsibilities:**
 - Ensure all staff receive appropriate training annually.
 - Implement safer recruitment practices.
 - Report to the Local Governing Body (LGB) regularly.
 - Uphold duty of care to employees and minimize stress from the investigation process.
- **Governors' Responsibilities:**
 - Appoint a designated safeguarding governor to provide supportive challenge and ensure safeguarding information is reported to the governing body.
 - Ensure the school has appropriate policies and procedures in place, reviewed annually.

Ensure all safeguarding actions comply with statutory requirements (see Appendix C for details).

Named DSL roles at Gradually Developing Futures	
DSL	Lisa O'Connor
Deputy DSLs	Sandra Harding
Designated Safeguarding Governor	Thinus Delpont

Mental Capacity and Decision Making

GDF takes into account the Mental Capacity Act 2005. We make many decisions every day, often without realising. UK Law assumes that all people over the age of 16 have the ability to make their own decisions, unless it has been proved that they can't. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:

- Understand information
- Remember it for long enough
- Think about the information
- Communicate our decision

A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health. Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them.

Some people can only make simple decisions like which colour T-shirt to wear or can only make decisions if a lot of time is spent supporting them to understand the options. If someone has a disability that means they need support to understand or make a decision this must be provided. A small number of people cannot make any decisions. Being unable to make a decision is called “lacking mental capacity”.

Mental capacity refers to the ability to make a decision at the time that decision is needed. A person’s mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves. For example:

- A person with epilepsy may not be able to make a decision following a seizure
- Someone who is anxious may not be able to make a decision at that point
- A person may not be able to respond as quickly if they have just taken some medication that causes fatigue.

Mental Capacity is important for safeguarding for several reasons.

Not being allowed to make decisions one is capable of making is abuse. For example, a disabled adult may want to take part in an activity but their parent who is their carer won’t allow them to and will not provide the support they would need. Conversely the adult may not seem to be benefiting from an activity other people are insisting they do.

Another situation is where an adult is being abused and they are scared of the consequences of going against the views of the person abusing them. It is recognised in the law as coercion and a person can be seen not to have mental capacity because they cannot make ‘free and informed decisions’.

Mental Capacity must also be considered when we believe abuse or neglect might be taking place. It is important to make sure an ‘adult at risk’ has choices in the actions taken to safeguard them, including whether or not they want other people informed about what has happened, however, in some situations the adult may not have the mental capacity to understand the choice or to tell you their views or give informed consent.

Each home nation has legislation that describes when and how we can make decisions for people who are unable to make decisions for themselves. The principles are the same.

- We can only make decisions for other people if they cannot do that for themselves at the time the decision is needed
- If the decision can wait, wait – e.g. to get help to help the person make their decision or until they can make it themselves
- If we have to make a decision for someone else then we must make the decision in their best interests (for their benefit) and take into account what we know about their preferences and wishes
- If the action we are taking to keep people safe will restrict them then we must think of the way to do that which restricts to their freedom and rights as little as possible.

Many potential difficulties with making decisions can be overcome with preparation. A person needing support to help them make decisions will ordinarily be accompanied by someone e.g. a family member or formal carer whose role includes supporting them to make decisions. If the family member or formal carer is deemed not to support the person in making a decision due to their own mental capacity, advice should be sought from the local authority safeguarding team or social care team.

It is good practice to get as much information about the person as possible. Some people with care and support needs will have a ‘One page profile’ or a ‘This is me’ document that describes important things about them. Some of those things will be about how to support the person, their routines, food and drink choices etc. but will also include things they like and don’t like doing. It’s also important to have an agreement with the person who has enrolled the adult about how different types of decisions will be made on a day to day basis.

If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected you will need to refer the situation to the Local Authority, and this should result in health or social care professionals making an assessment of mental capacity and/or getting the person the support they need to make decisions.

There may be times when an organisation needs to make decisions on behalf of an individual in an emergency, where they cannot give informed consent. Decisions taken in order to safeguard an adult who cannot make the decision for themselves could include:

- Sharing information about safeguarding concerns with people that can help protect them
- Stopping them being in contact with the person causing harm.
-

EXPECTATIONS OF STAFF

All staff must:

- Be familiar with this safeguarding policy.
- Know the DSL and the designated governor responsible for safeguarding.
- Complete Safer Recruitment processes, checks, and safeguarding training.
- Actively participate in implementing pupil profiles, integrated support plans, child in need plans, and interagency child protection plans.
- Be alert to signs of abuse, neglect, or any other safeguarding issues.
- Follow procedures for early intervention and report concerns to the DSL.
- Promote a safe environment and positive relationships with children, young people, and parents/carers.

If a child is in immediate danger or at risk of harm, a referral should be made to children's social care or the police immediately. All staff must be aware of the referral processes to First Response (CHAD/MASH).

PREVENTION

We recognise that our school plays a significant part in the prevention of harm to our pupils and will therefore;

- Raise awareness of all safeguarding and child protection issues with pupils through Personal, Social, Health and Economic (PSHE) education sessions, Relationships Education, Relationships and Sex Education (RSE) and Health Education, pastoral support, appropriate notices and signposting to support.
- Establish an attachment aware ethos and maintain a culture where pupils feel safe and positive
- Encourage a culture of listening to children and young people, taking account of their wishes and feelings
- Develop pupil emotional health and wellbeing including self-esteem, resilience and confidence
- Ensure staff recognise the increased vulnerabilities of children with SEND and medical conditions and the increased support and vigilance needed.
- Ensure pupils are aware of where to go for support within, and outside of, their school
- Monitor pupil data to identify areas of concern before implementing pastoral interventions
- Discuss specific concerns during appropriate staff meetings and liaise with external agencies to develop a holistic understanding of the current situation for a pupil
- Provide targeted support where and when needed
- Support parents/carers to ensure pupils are provided with safe and effective care
- Report concerns to the DSL if it is thought a pupil may be at risk of radicalisation or involvement in terrorism.
- Work to ensure all staff working across the School are safe and suitable to do so, that they are easily identifiable by their identity cards and any visitors to the school site are accompanied and remain under supervision at all times.

- Monitor attendance of all learners, respond to concerns regarding low attendance or repeated unauthorised absences and work to prevent children and young people becoming pupils missing education or children missing education.
- Work to become a non-excluding school
- Ensure appropriate filtering and monitoring systems are in place across our IT networks and that pupils and students understand how to keep themselves safe online in school, out of school and when home learning

SAFER RECRUITMENT AND SELECTION

Gradually Developing Futures is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers must demonstrate this commitment in their work.

We adhere to safer recruitment practices as detailed in *Keeping Children Safe in Education (Updated 2024)*, which includes:

- Verifying applicants' identity and qualifications.
- Obtaining professional and character references.
- Conducting DBS checks, overseas checks, and online searches for shortlisted candidates.
- Maintaining a Single Central Record for all staff and regularly reviewing it.

All agencies, contractors, or consultants providing services must conduct their own safeguarding checks, including enhanced DBS checks, and demonstrate compliance with safeguarding practices

Full details of our safer recruitment processes are contained in the Gradually Developing Futures Safer Recruitment Policy.

TRAINING

All staff will:

- Read and understand Part One of *Keeping Children Safe in Education (Updated September 2024)* as part of their induction and annual safeguarding update training.
- Receive regular safeguarding and child protection training, with updates at least annually.
- Understand the appropriate response to safeguarding concerns, disclosures, and whistle-blowing.

The DSL and deputies will receive training every two years, with annual updates.

On the rare occasions where it is necessary to carry out a physical intervention with a pupil, staff will have an understanding of the use of reasonable force. Staff needing to support behaviour and maintain a safe environment in this way will be trained in the techniques needed to do this safely, ensuring intervention is reasonable and proportionate, but all staff will be supported to understand how to intervene safely and appropriately for both themselves and the pupils and students in their care.

SUPPORTING STAFF

We recognize the potentially stressful nature of safeguarding and child protection work. Staff will have opportunities to debrief with the DSL and seek further support if needed. We aim to provide a safe working environment, free from aggression or abuse.

ALLEGATIONS AGAINST STAFF

All allegations or concerns about colleagues or visitors must be reported directly to the Principal/Head Teacher or the Chair of Governors, who will consult with the Local Authority Designated Officer (LADO).

All staff must be aware of what constitutes a "low-level" concern and how to report it. Gradually Developing Futures will follow Part 4 of *Keeping Children Safe in Education (Updated September 2024)* for handling allegations against staff.

CHILD ON CHILD ALLEGATIONS

Child-on-child abuse, including bullying, harassment, and online abuse, will be dealt with seriously, with a zero-tolerance approach. Reporting mechanisms will be in place to ensure pupils feel safe and supported when reporting incidents.

Gradually Developing Futures acknowledges that even children who are alleged perpetrators are entitled to support and safeguarding measures.

If staff witness such incidents they will inform the DSL through the appropriate reporting channels, or, if a pupil discloses to a member of staff, then staff should follow the advice in *Appendix I 'responding to a disclosure of abuse'*.

Where Gradually Developing Futures is supporting children with autism who may be abusive or cause harm to others we will follow the National Autistic Society (NAS) Guidance regarding specific safeguarding issues. We acknowledge that some of the behaviours that a child with autism may display could be seen to be abusive towards others. However, we will explore the reasoning behind the behaviour as it may relate more to their autism than to a purposeful attempt to cause harm. (*See Appendix E for the NAS guidance*)

SUPPORTING PUPILS/STUDENTS

We will provide opportunities for pupils to develop safety and well-being skills, such as self-esteem, resilience, and assertiveness, through Personal, Social, Health, and Economic (PSHE) education. We will work to foster a culture of respect, inclusivity, and zero tolerance for harmful behaviors.

Gradually Developing Futures recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of worth. (*See Appendix D types of abuse*).

We aspire to work in a trauma informed way, supporting children to be safe in school and their communities and consider the impact of contextual and historical factors in their lives that may limit their opportunities to succeed.

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

We will ensure that all staff are trained to recognize signs of mental health issues and understand the connection between safeguarding, mental health, and trauma. Concerns about mental health that may also be safeguarding concerns will be reported following school procedures.

SUPPORTING PARENTS AND CARERS

We recognise that parents/carers may find accepting safeguarding issues/disclosures to be a difficult experience. The 'Safeguarding and Child Protection' policy is available to view on the School website and we ensure safeguarding concerns/actions relating to a child are communicated to their parents/carers in a timely manner (unless informing parents/carers poses a potential risk of harm to the child). Therefore, wherever possible, we will seek the consent of parents/carers prior to making a referral to Local Authority Safeguarding teams. Staff also signpost parents/carers to potential support during meetings and discussions.

When visiting the School, information regarding the DSL and designated safeguarding team is clearly displayed so all visitors are aware of the steps taken to safeguard children in our School.

Information about how the school works to safeguard children will be made available to families coming into the school at transition times and at any mid-year admission point to ensure parents/carers and their children understand the school's commitment to them and their safety.

MULTI AGENCY WORKING

At Gradually Developing Futures our staff work in partnership with other agencies to act in the best interests of our pupils. We recognise that we have a pivotal role to play in multi-agency safeguarding arrangements and that we are part of the universal Early Help and Intervention services available to families. We will support the early identification of issues that may lead to risk of harm and seek to resolve these issues through partnership working with multi agency partners as appropriate by working in line with statutory guidance Working Together to Safeguarding Children.

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings and initial and review child protection conferences.

INFORMATION SHARING AND CONFIDENTIALITY

All staff must share information appropriately, in line with the *Information Sharing: Advice for Practitioners* and GDPR. Information sharing should be timely, secure, and relevant to safeguard and protect children effectively.

Confidential information about children and families will only be disclosed on a need-to-know basis.

RECORDING

All concerns/disclosures/actions relating to safeguarding and child protection must be recorded. All appropriate evidence must be preserved to support future actions. Referrals and actions must be recorded on the School's secure record (My Concern) and monitored by the DSL who will then update the Principal and governors as appropriate. (*See Appendix F responding to a disclosure of abuse*).

Record keeping regarding behaviour incidents and use of physical interventions is also clearly expected and records will be kept on the school's behaviour recording system. These records will be looked at by both the safeguarding team in the school and will be used to assess the safety of staff and the children in our care.

WHISTLE-BLOWING

Staff are encouraged to voice concerns about any aspect of the school's work through the appropriate channels. Whistle-blowing reports will be handled sensitively, confidentially, and proportionately.

COMPLAINTS PROCEDURES

Any person, including members of the public, may make a complaint to Gradually Developing Futures about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use the Gradually Developing Futures complaints procedure to work to resolve any issues raised. The Complaints procedure can be found on our website.

REVIEWS AND COMPLIANCE

This policy will be reviewed annually, with the next review scheduled for 31 August 2025.

APPENDIX A - RELATED POLICY, PROCEDURE AND GUIDANCE LIST

School Documents:

- School Staff Handbook
- Anti-Bullying Procedures
- Prevent Toolkit, Risk Assessment and action plan
- Safer Recruitment, Selection and Disclosure
- Children in Care (CIC) and Children Previously Looked After (PLAC) Policy
- Whistleblowing
- Attendance
- Equality and Diversity
- Employee Code of Conduct
- Induction Processes
- GDPR Data Protection Policy
- CCTV Policy
- Allegations Against Staff
- DBS Policy
- Health and Safety (incl Fire safety)
- Mental Health and Wellbeing
- Reference Policy
- Social Media Policy
- First Aid and Medication policies
- SCR Guidance
- SEND and Inclusion Policy
- Looked after Children
- Online Safety Policy
- Complaints Policy
- PSHE incl RSE Policy

External Organisations' Documents

- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education \(Updated 2024\)](#)
- [The Teaching Standards](#)
- [The National Standards of Excellence for Headteachers](#)
- [Guidance for Safer Working Practices for the Protection of Children and Staff in Education Settings](#)
- [What to do if you're Worried a Child is Being Abused: Advice for practitioners](#)
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.](#)
- [Criminal Exploitation of Children \(CCE\) and Vulnerable Adults: County Lines \(Home Office\)](#)
- [Disqualification under the childcare Act 2006 \(2018\)](#)
- [Data Protection: toolkit for schools \(DfE\)](#)
- [Mental Health and Behaviour in Schools \(DfE\)](#)
- [Inspecting safeguarding in early years, education and skills settings \(Ofsted\)](#)
- [Prevent Duty Guidance \(Home Office\)](#)
- [Use of Reasonable Force in Schools \(DfE\)](#)
- [Alternative Provision \(DfE\)](#)
- [Safeguarding Young People on the Autism Spectrum \(NAS\)](#)
- [Equality Act 2010](#)

APPENDIX B - OVERVIEW OF THE DSL ROLE

The designated safeguarding lead will be part of the school's Senior Leadership Team (SLT) and will undertake lead responsibility for safeguarding and child protection within the school.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, ultimate responsibility for safeguarding and child protection remains with the DSL, they will hold the safeguarding picture for the school and be the most appropriate person to offer safeguarding advice.

The broad areas of responsibility for the DSL are:

Managing referrals to other agencies including: the local authority; Multi Agency Safeguarding Hub, Childrens Advice and Duty Service and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.

Work with others to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) as required.

Undertake Training to ensure they (and any deputies) are provided with the knowledge and skills required to carry out the role, updated at least every 2 years.

Raise Awareness to ensure school safeguarding and child protection policies are known, understood and used appropriately. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the school.

Filtering & Monitoring Systems: The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

Availability of the DSL (or a deputy) during term time and school hours, needs to be ensured for staff in the school to discuss any safeguarding concerns.

More specific areas of responsibility for the DSL are to:

- Ensure the 'Safeguarding and Child Protection' policy, procedures, linked policies and Culture of Vigilance are known, understood and used appropriately
- Work with the school Safeguarding Lead to ensure the 'Safeguarding and Child Protection' policy is reviewed annually (as a minimum), is ratified by the governing body and the procedures and implementation are updated and reviewed regularly
- Ensure that the designated safeguarding governor is regularly updated regarding matters of safeguarding as appropriate
- Ensure each member of staff (especially new and part time staff) has access to and has read/understood the 'Safeguarding and Child Protection' policy, 'Keeping Children Safe in Education (Updated September 2024): Part 1 and Annex A; and the 'Code of Conduct' for staff
- Ensure the 'Safeguarding and Child Protection' policy is available publicly (via the School website) and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Help to ensure that the school and their staff, know who children with welfare, safeguarding and child protection issues are (including those with a social worker), understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges

that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- Encourage a culture of listening to children and taking account of their wishes and feelings
- Ensure pupils are aware of where to go for support or to disclose abuse
- Ensure the deputy DSLs are equipped with the knowledge and understanding of how to complete the roles and responsibilities of the DSL as appropriate. Complete DSL training every two years with an appropriate update annually, as a minimum
- Provide appropriate staff safeguarding training annually (as a minimum) to ensure all staff have the knowledge and understanding to implement safeguarding procedures
- Where appropriate, work with the Principal or Chair of Governors to inform relevant professionals following any allegation of abuse relating to a member of staff within the School
- Ensure staff know how to act upon safeguarding concerns and disclosures
- Act as a source of support, advice and expertise for staff in relation to safeguarding and ensure staff understand the role of DSL
- Refer cases of suspected abuse, as required
- Refer cases of Female Genital Mutilation (FGM) to the police and First Response
- 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
- Support staff who make referrals as appropriate
- Be alert to the specific needs of children with child protection plans (CP), children in need (CIN), those with special educational needs and disabilities (SEND) and children looked after (CLA)
- Are able to keep detailed, accurate, secure records of concerns/referrals/actions
- Understand and support staff 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
- Obtain access to resources and attend any relevant or refresher training courses
- Ensure child protection records/information are provided to Social Care, the Police and the accepting school of a student coming off roll, in accordance with information sharing protocols

This is not an exhaustive list, a more detailed description of the role of the DSL is explained in Keeping Children Safe in Education (Updated September 2024) – Annex B.

Details of our DSL and Deputy DSLs are available on the **School website and on display around the school.**

APPENDIX C - OVERVIEW OF THE ROLE OF THE GOVERNORS

The governing body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of Keeping Children Safe in Education (Updated September 2024)
- The safeguarding policy is shared with all staff, is available on the School website and can be accessed by parents/carers of the school;
- The school operates safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers and conforms to the legal reporting duties for employers to ensure the ongoing safeguarding of children;
- The DSL within the school has appropriate status and authority within the school to carry out the duties of the post, recognising the significant level of responsibility and time needed to be effective.
- The DSL attends appropriate refresher training every two years;
- The Head Teacher/Principal and all other staff who work with children undertake regular safeguarding training;
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities;
- All staff within the School are aware of professional behaviour expectations from the School code of conduct and the School Staff Handbook;
- The school remedies any deficiencies or weaknesses brought to its attention without delay;
- The school has procedures for dealing with allegations of abuse against staff/volunteers
- The governing body reviews its policies/procedures annually or as required;
- A nominated Link governor is appointed with a specific brief for safeguarding and child protection and will liaise with the Head Teacher/Principal and DSL. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students;
- The nominated governor will be responsible for checking the Single Central Record alongside school staff.
- The Nominated Governor will liaise with the Head Teacher/Principal and the Designated Safeguarding Lead to produce an annual report for governors and complete the annual safeguarding audit for the local authority;
- The chair of the governing body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher/Principal. The chair of the governing body will also act as a 'case manager' in this situation.
- Training is undertaken by all members to the expected level as specified by Gradually Developing Futures.
- They have an understanding of the relevant data protection principles, which allow the school to share (and withhold) personal information and are confident that all storage, sharing and processing conditions are met.
- They have a broad understanding of cyber security and have appropriate filters and appropriate monitoring systems in place.
- Information sharing protocols are followed in line with Working Together to Safeguard Children and that fears about information sharing does not prevent the safeguarding and protection of children. This includes safeguarding information for pupils or students who move to another education provider.
- The school takes all appropriate opportunities to teach children about safeguarding, including online safety, in an age or ability appropriate way as part of their curriculum.

APPENDIX D TYPES OF ABUSE

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The following are the definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.	Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and/or can occur between children outside of these environments. All staff, but especially the DSL, and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families - Extra-familial harms - including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.	

APPENDIX E – SAFEGUARDING CHILDREN ON THE AUTISM SPECTRUM

Autism is recognised as a disability, and some disabled children may be more vulnerable to abuse than non-disabled children.

This may be because some autistic children can experience differences with communication, social interaction or have difficulty understanding other people's motives. Some may also be less able to recognise or report abuse. This requires professionals to be more vigilant with regard to recognising, reporting and investigating potential signs of abuse as well as ensure that safeguarding issues remain on the agenda when working with children and young people on the autism spectrum.

The National Autistic Society has produced guidance on Safeguarding Young People on the Autism Spectrum. It is important to read and understand this guidance if you are working with children and young people with autism.

NAS GUIDANCE - Children or young people with autism who may abuse others.

If a child with autism bullies another child, carefully consider the possible reasons for the bullying. Some children with autism find it difficult to understand or control their emotions or behaviour and may have little or no concept of the consequences of their actions. They might not have the insight or language to describe their feelings of frustration, may not be able to appreciate the impact of their words or behaviour on others, or may be re-enacting the bullying that they have experienced from others. The possibility that the child with autism is being coerced by others, as in mate crime, should also be explored. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- 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 staff should be clear as to the school's policy and procedures with regards to child on child abuse. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school environment.

All staff, but especially the designated safeguarding lead (and any deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as extra familial harm and the response to this needs to be made with a contextual safeguarding approach, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

APPENDIX F - RESPONDING TO A DISCLOSURE OF ABUSE

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

Stay calm.

Do not communicate shock, anger or embarrassment.

Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.

Encourage the child to talk but do not ask "leading questions" or press for information.

Listen and remember.

Check that you have understood correctly what the child is trying to tell you.

Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

It is inappropriate to make any comments about the alleged offender.

Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

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

Recognise – Respond – Reassure – Refer - Record

NB: For more information on what to do if a child discloses see the government guidance - [What to do if worried a child is being abused: Advice for practitioners](#)