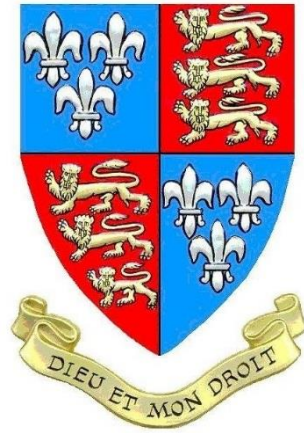


King Edward VI Grammar School



Safeguarding and Child Protection Policy 2017-18

Author: Mr. J. Lascelles

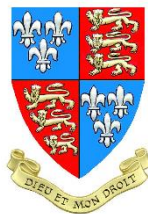
Designation: Principal

Date: September 2017

Date approved : 28th September 2017

Chair of Trust : Andrew Harrison

Next review Date : September 2018



“Encouraging Excellence, Nurturing Talent”

King Edward VI Grammar School

“Nurturing Talent and Encouraging Excellent in Every Individual”

Safeguarding and Child Protection Policy

Including FGM; Prevent, Safer Recruitment, and Sexting

Linked Policies: Anti Bullying Policy; Behaviour Policy; Digital Communications and Mobile Devices Policy

At King Edward VI Grammar School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Leads

Designated Safeguarding Lead: Mark Hunkin, Deputy Head

Designated Safeguarding Deputy: Nick Robertson, Assistant Head, Director of VI Form

Additional SLT Members with Child Protection Qualifications

Laura Reeve - Assistant Head, Director of Lower School

Stephen Neal - Assistant Head, Director of Middle School

All members of SLT are Safer Recruitment Qualified up until 2021

The named personnel with Designated Responsibility regarding allegations against staff are:

Headmaster & Designated Safeguarding Lead

The named safeguarding governors are:

Sean Chesman - Chair of Governors and School Safeguarding Governor

Dale Crombleholme - Trustee and Solicitor for allegations against the Headmaster or DSL.

Contact Details

c/o Clerk to the Governors, King Edward VI Grammar School, Louth, LN11 9LL

Safeguarding Policy Executive Summary to be read by all staff & governors each September

The statutory guidance, 'Keeping Children Safe in Education – September 2016', states:

“All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction”

The school will establish an ethos where:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

Staff and volunteers must adhere to the school's code of conduct, IT Acceptable use policy and other professional standards at all times, including after school activities: this includes the regulation of social media/ on-line conduct.

Reporting Safeguarding Concerns about Children

If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

Reporting Safeguarding Concerns about Staff

Staff must report any concerns about adults who work with children or young people to the headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674) The Emergency Duty Team should be contacted outside normal working hours 01522 782333

Reporting Terrorism or Prevent Concerns

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk The school may also email prevent@lincs.pnn.police.uk to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police.

SEXTING when an incident involving youth produced sexual imagery comes to the attention of the school community the incident should be referred to the DSL as soon as possible.

THE POLICY

SAFEGUARDING DEFINITION:

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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

[\("Working Together to Safeguarding Children" DfE 2015\)](#)

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

RATIONALE:

At King Edward VI Grammar School we recognise the responsibility we have under Section 175 (LA Schools)/157 (Academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the school's commitment and compliance with safeguarding legislation. Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

PURPOSE:

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of King Edward VI Grammar School.

They are consistent with Lincolnshire Local Safeguarding Children's board (LSCB) multi-agency child protection procedures. www.lincolnshire.gov.uk/lscb

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Preventing unsuitable people working with children – by following the DfE guidance in [Keeping Children Safe in Education - September 2016](#) together with the school's individual procedures.

1. PREVENTION

The school will establish an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils. Signposting to external sources of support include noticeboards around the Academy, notices during pastoral period, through timetabled citizenship lessons, the Academy website, and contact with parents.
- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- 1.6 It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable.
- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ [Keeping Children Safe in Education - September 2016](#).
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- 1.10 Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- 1.11 It works in accordance with [‘Working Together to Safeguard Children 2015’](#) and supports the Lincolnshire Local Safeguarding Children Board (LSCB) Continuum of Need (see Appendix 2) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided through the multi-agency forum.
- 1.12 Our school’s arrangements for consulting with, listening and responding to pupils are through the Academy House Council, daily pastoral period, Head of House and our Health & Wellbeing Practitioner.
- 1.13 There is a commitment to the continuous development of staff with regard to safeguarding training: see Appendix 1 Training.

1.14



Pastoral staff contribute to assessments and actively support multi agency planning for those children. Staff make decisions based on a child's development needs, parenting capacity and family & environmental factors.

1.15 Early Help is the term used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. [Working Together to Safeguard Children \(2015\)](#) identifies the critical features of effective Early Help as:

- A multi-disciplinary approach that brings a range of:
- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process

Early Help in Lincolnshire includes both the TAC and ESCO process. Signs of Safety is embedded throughout. ESCO is similar to the TAC process but specifically supports the care coordination of Children with Disabilities (CWD) Further information can be seen at www.lincolnshire.gov.uk/ESCO All forms and guidance for Early Help including Signs of Safety, TAC Handbook, TAC Consultants contact details etc. are available at www.lincolnshirechildren.net

1.16 The **designated safeguarding lead** acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **designated safeguarding lead** immediately. In the event, following statutory

investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

2. PROCEDURES AND RECORD-KEEPING

King Edward VI Grammar School will follow Lincolnshire's safeguarding procedures with reference to Lincolnshire's LSCB "Managing Individual Cases where there are Concerns about a Child's Safety and Welfare" ([section 4 of LSCB Inter-Agency procedures](#)). Any concerns within in Academy are to be written on the Academy 'Record of Safeguarding Concern' and e-mailed to both the **designated safeguarding lead and the deputy designated safeguarding lead. This is also to be confirmed verbally.**

- 2.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
- used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure.
- 2.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed.
- 2.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access electronic records will be controlled by the Headteacher and Designated Safeguarding Lead.
- 2.4 The Policy is updated annually and/or changes are made in line with any new DfE or other government department guidance: the most up to date guidance will always take priority.
- 2.5 In the case of child protection referral or serious injury the DSL will contact Lincolnshire Customer Service Centre without delay to report concerns and seek medical attention as necessary.
- 2.6 Staff must report any concerns about adults who work with children or young people to the headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer (LADO) Tel: 01522 554674 (see Section 4 of [Keeping Children Safe in Education - September 2016](#)) The Emergency Duty Team should be contacted outside normal working hours 01522 782333.
- 2.7 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Lincolnshire Children's Services Customer Service Centre and seek advice from the Early Help Advisors.
- 2.8 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

3.0 ROLES AND RESPONSIBILITIES

The school will ensure that every member of staff and person working on behalf of the School:

- 3.1 Knows the name of the Designated Safeguarding Lead (DSL) and deputy and his/her role and responsibility and what to do and when to refer when a child tells them he/she is being abused or neglected.
- 3.2 has read part 1 of [Keeping Children Safe in Education - September 2016](#).
- 3.3 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 3.4 Will receive training at the point of induction, and then via the school's annual September Safeguarding Training: the DSL will complete training every 2 years to help them understand their role and responsibilities.
- 3.5 Knows their duty concerning unsafe practices in regard to children by a colleague or any other adult that works with children.

4 EXTREMISM AND RADICALISATION [PREVENT]

- 4.1 King Edward VI Grammar School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

King Edward VI Grammar School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"

This school adheres to the [Prevent Duty Guidance for England and Wales](#) July 2015

4.2 Working in Partnership

Lincolnshire settings are required to ensure that their safeguarding arrangements take into account [policies and procedures of Lincolnshire Safeguarding Children Board](#)

The key aim of the [PREVENT strategy in Lincolnshire](#) is: To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that the people of Lincolnshire can go about their business freely and with confidence.

4.3 Staff training

All staff have been trained under the PREVENT training offered by the Police. New staff undertake Prevent Training as part of their wider safeguarding training and via PREVENT e-learning via the [LSCB website](#).

4.4 Referral Process

As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the LSCB website link above and should be returned to the email provided channel@lincs.pnn.police.uk The school may also email prevent@lincs.pnn.police.uk to seek advice and support. Should a school use the child protection referral process through Customer Service Centre 01522 782111, the CSC will ask the school to complete a channel form if there are any concerns related to extremism and radicalisation. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

5. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is child abuse and illegal. As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools are required to report cases of FGM to the Police. This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

6. YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

We have a duty of care towards our pupils and an obligation to support them in being safe in the online world as well as the physical world.

These images are shared between young people and/or adults via a mobile phone, handheld device or websites with people they may not even know.

Any situations involving our pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent.

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection procedures. When an incident involving youth produced sexual imagery comes to the attention of the school community:

- The incident is referred to the DSL as soon as possible and recorded using the usual safeguarding recording system.
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Securing and handing over devices to the police

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. See government guidance, '[Searching, screening and confiscation at school](#)'.

7. SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance [Keeping Children Safe in Education – September 2016](#) and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate. We do this by:

- 7.1 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the '[Teacher Services](#)' system) and the right to work in England checks in accordance with DBS and Department for Education procedures.
- 7.2 In February 2015 the DfE issued additional guidance about disqualification by association '[Disqualification Under the Childcare Act 2006](#)' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age – all day) or later years (children under the age of 8 if attending childcare clubs before or after school). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.
- 7.3 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- 7.4 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance [Keeping Children Safe in Education – September 2016](#) and LSCB, LADO and HR Policy, procedures and guidance.
- 7.5 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 7.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 7.7 Supporting staff confidence to report misconduct.
- 7.8 At least one member of every recruitment panel has completed Safer Recruitment training

8 GOVERNING BODY RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- 8.1 Has robust Safeguarding procedures in place.

- 8.2 Ensures that the Headmaster and School operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- 8.3 Ensures that the Headmaster and or DSL have a safeguarding policy in place: including a policy for dealing with allegations of abuse against any member of staff or adult on site
- 8.4 Ensures that the Headmaster has delegated a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and a Deputy Safeguarding Lead is in place.
- 8.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- 8.6 The Chair of Governors is responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher.
- 8.7 Carries out as part of its normal QA activities an annual review of the Safeguarding policy and procedures, including reviewing the schools SCR.

The 5 Year Safeguarding Training Pathway Appendix 1

The statutory guidance, '*Keeping Children Safe in Education – September 2016*', states:

“All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead. Copies of policies and a copy of part one of Keeping Children Safe in Education should be provided to staff at induction”

All Staff Receive an Annual Safeguarding Update in September this covers the role of the safeguarding lead and refresher training on the identification of abuse or neglect and when to refer – in addition all staff are required to read and refresh their familiarity with the following key policies:

- Part 1 of Keeping Children Safe In Education
- Safeguarding and Child Protection Policy & Prevent Guidance [**Executive Summary Only**]
- Staff Code of Conduct
- IT Acceptable use Policy

There school follows the statutory requirement for Designated Safeguarding Leads to attend training at least every two years that helps them understand their role and responsibilities. DSL's are reminded to ensure they complete their safeguarding refresher training and are strongly encouraged to attend training offered by the Early Help teams, e.g. Early Help & TAC Record Keeping, Voice of the Child etc. and attend TAC briefings.

DSL and Deputy DSL Five Year Training Plan

5 Year Cycle Training Pathway Example for Designated Safeguarding Leads (DSL)	
Year 1	Complete 'Awareness of Child Abuse & Neglect Foundation' E-Learning and LSCB 2 day 'Inter-Agency Safeguarding Children & Young People' face to face course in the locality of your setting.
Year 2	Complete another Safeguarding course, e.g. PREVENT + Early Help & TAC course
Year 3	Complete Safeguarding Children Refresher training. This could be the LSCB E-learning
Year 4	Complete another Safeguarding course, e.g. Awareness of Domestic Abuse
Year 5	Complete another Safeguarding course, e.g. Keeping Children Safe in a Digital World

Heads of Year and other Key Pastoral Staff

5 Year Cycle Training Pathway	
Year 1	Complete Basic Awareness Safeguarding training delivered by the DSL The LSCB 'Awareness of Child Abuse & Neglect Foundation E-Learning' is a suitable alternative.
Year 2	Complete another safeguarding course/session, e.g. PREVENT. This may be face to face/e-learning or attending an in-house session run by the DSL or Deputy DSL.
Year 3	All staff complete a Safeguarding Children Refresher course led by the DSL. This could be a refresh of one or more of the sections of the 'Training Package' or the LSCB 'Safeguarding Children Refresher training' E-Learning.
Year 4	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.
Year 5	Complete another safeguarding course. This may be face to face/e-learning or attending an in-house session.