



CHILD PROTECTION AND SAFEGUARDING POLICY

At John Masefield, safeguarding our students and staff is of paramount importance.

This policy has been developed in accordance with the principles of the following documents:

- Working Together to Safeguard Children (DfE March 2015);
- The Education Act 2002 s175/s157;
- Dealing with Allegations of Abuse (DfE 2012);
- Keeping Children Safe in Education; information for all schools and college staff (DfE September 2016).

This policy also incorporates guidance from agencies such as CEOP and the NSPCC.

Key Post Holders (February 2018)

Designated Safeguarding Lead (DSL): Jo Lindley, Assistant Headteacher
jo.lindley@jmhs.hereford.sch.uk

Deputy Designated Safeguarding Lead (DDSL): Dean Wyatt, Senior House Leader
dean.wyatt@jmhs.hereford.sch.uk

Designated Looked After Child Teacher (DLAC): Andy Williams, Assistant Headteacher
andy.williams@jmhs.hereford.sch.uk

Designated Safeguarding Governor: Dr Debs Hiley
chair@jmhs.hereford.sch.uk

If you have any questions or concerns about this policy, or about safeguarding in general, you should speak to the Designated Safeguarding Lead (DSL). We expect all members of the school community to operate an 'it could happen here' mentality and expect all staff, governors and volunteers to place safety for students as the highest priority.

The school has a responsibility and duty to always put the needs of the child first. The Child Protection and Safeguarding policy should help to enable cases of suspected or identified abuse to be properly considered and pursued. All adults, including temporary staff, volunteers and governors at John Masefield High School are expected to put this policy into practice in their work with students at all times.

All staff who work at John Masefield High School receive formal refresher training at least every two years. Updates of training will take place on an annual basis. Training will be provided by the Designated Safeguarding Lead to any new or temporary member of staff as part of their induction. All staff, governors and volunteers must possess an enhanced DBS clearance before beginning work at JMHS.

Definition

This policy adopts the definition used in 'Keeping Children Safe in Education' (2016) which focuses on safeguarding and promoting children and young people's welfare and can be summarised as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- undertaking that role so as to enable those children to have optimum life chances and to enter

adulthood successfully.

The aims of this policy are:

1. To support the development of every child and to ensure that JMHS is an environment where children and young people feel safe, secure, valued and respected.
2. To ensure that every child and young person is confident to approach any member of staff and know that their concerns will be listened to and respected.
3. To develop the PSHE curriculum and monitor assembly content to ensure the aims of this policy are reflected to develop understanding of safeguarding throughout the school.
4. To ensure that through effective training all staff are able to recognise key indicators and know how to respond to signs of concern or disclosures of concern.
5. To ensure that all concerns are logged and monitored and that effective communication occurs within school as well as with appropriate agencies and families where applicable
6. To ensure appropriate and personalised plans are developed and monitored to support individuals alongside, where appropriate, parents and outside agencies.
7. To ensure that all staff working at JMHS have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory enhanced DBS check. A central staff file will be kept and maintained by the schools Personnel Officer to this effect.

This policy will be displayed on the John Masefield High School website and parents/carers can be provided with a paper copy on request. Parents/carers should be reminded of the importance of safeguarding where need or opportunity arises during mentoring and parent/carer consultation evenings.

Definitions of abuse

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in significant impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

PHYSICAL ABUSE

This 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 feigns the symptoms of, or deliberately causes ill health to a child.

SEXUAL ABUSE

This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. The activities may also include non contact activities such as encouraging children to behave in sexually inappropriate ways.

EMOTIONAL ABUSE

The persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

DOMESTIC VIOLENCE

It is now generally acknowledged that domestic violence is a Child Protection/Safeguarding issue. Children who witness or experience domestic violence are likely to suffer emotional harm and may be vulnerable to other forms of abuse and bullying.

PEER ON PEER ABUSE

It is important that all staff are aware of the potential for children to abuse each other. Peer on peer abuse can take many forms including, but not exclusively limited to, verbal abuse, physical abuse, bullying including cyber-bullying and sexual harassment, coercion into illegal activities. Abuse can also be considered to include interactions on social media and mobile phones, including sexting., encouraging the viewing of pornography. It must be recognised that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. JMHS takes the issue of peer on peer abuse very seriously and will promote through lessons and assemblies a respectful and considerate culture. We will also deal with any allegations of peer on peer abuse in line with our Anti Bullying and Behaviour for Learning policies, and in line with guidelines provided by HCSB and West Mercia Police. Where appropriate advice will be taken from relevant agencies, including MASH and the police, when dealing with sexting and other forms of peer on peer abuse.

ON-LINE SAFETY

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk;

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

We will deal with any allegations of on-line safety abuse with our Anti Bullying and Behaviour for Learning policies, and in line with guidelines provided by HCSB and West Mercia Police. Where appropriate advice will be taken from relevant agencies, including MASH and the police.

We are taking the issue of on-line safety very seriously and are supporting students through ICT and PSHE sessions, assemblies and through bespoke sessions led by outside agencies. All students joining the school either as a Y7 or through an ‘In Year Transfer’ will sign the Acceptable User Policy’ (AUP) which includes clear expectations on on-line safety. As staff, parents and governors, the following websites may also be useful:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

<https://educateagainsthate.com/>

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Recognising the indicators of abuse

Staff and Governors should be familiar with the signs and symptoms of abuse whilst also being aware that the signs are ambiguous and could have many causes. There may be no outward signs at all but a combination of factors can build up a picture of a child at risk. Here are some likely indicators but the training given to staff will include key indicators and signs to be wary of.

- Unexplained injuries with inconsistent/unlikely explanations;
- Indications that a child is fearful of an adult/adults or certain situations;
- Noticeable change in behaviour, moods or appearance;
- Frequent visits to the medical room or toilets;
- Deterioration in concentration or behaviour;
- Sexualised behaviour inappropriate to the child’s age or stage of development.

All staff must be aware that they should raise a concern regardless of whether they have identified a key indicator or not. For example, a child who is the victim of sexual exploitation may have unexplained changes in behaviour,

receive gifts from unknown sources or change their appearance. It is entirely possible that these signs are evident but a child is not being sexually exploited, just as it may be that a child is being sexually exploited yet none of these indicators are present.

Indicators of abuse are not exhaustive. All staff must operate a safety first approach and report all concerns, no matter how small or seemingly insignificant they may be.

The following website is useful for further information on recognising the indicators for abuse:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

How to deal with Disclosure

Members of staff, volunteers and governors are in a unique position to observe the behaviour of young people over time, and often develop close and trusting relationships with the young people. Safeguarding all students is of paramount importance. If ever any concern, either suspected or evidenced, is raised then it must be reported immediately to the Designated Safeguarding Lead and Deputy Safeguarding Lead through the email address: safeguarding@jmhs.hereford.sch.uk or in person. Information provided in an email should include the details of the concern and any action already taken. A concern should be reported promptly. If, in the event of an emergency, neither of these people cannot be contacted a member of the school's leadership team or any House Leader should be informed.

Staff Must:

- Make it clear to the student that conversations are not confidential;
- Information disclosed by the child in confidence may have to be acted upon and shared with other people;
- Information should be shared in a timely, appropriate and sensitive manner.

All staff need to be alert to the signs of abuse (physical, sexual, emotional, neglect), self-harm, pregnancy, concerns about possible 'forced' marriages, female genital mutilation, child sexual exploitation, pupils at risk of being influenced by extremism/radicalisation and young carers at risk of socio-economic factors which may affect their development.

Support for the student following a disclosure/ reported concern

When a concern is reported to the DSL they will make the decision based on their training and experience about how to proceed. The key principle will be to ensure the safety of the young person/persons. In the first instance the DSL will refer to the Herefordshire Levels of Need to ascertain the level of support required.

The information below is based on national government guidance and shows how different levels of need should be addressed.

Level 1 – Universal services

No additional action needed.

Level 2 – Targeted services (additional needs)

Consider assessment using Early Help Assessment (EHA).

Levels 3/4 – Specialist Services (acute/complex needs)

Consider referral using multi-agency referral form often following a discussion with MASH education.

Support for students

Child Protection and Safeguarding Policy – V5.0 February 2018

Following an initial meeting with the student and where appropriate, parental contact made, the decision will be made on how best to support the student.

- Level 1 -** Low-level concerns may result in tutors, House Leaders or other identified member of staff under the guidance of the DSL to monitor and review the situation for each student on a regular and timely basis to ensure there has been no further escalation of concerns. For such students additional in-house support of the school nurse and counselling and/ or external support from the GP/ CLD may be accessed.
- Level 2 -** Concerns that are beyond the remit of the school may involve the need to engage with outside agencies for their expertise and support. A EHA may be used to support this and the EHA (with parental agreement) may be explored at the Family Network Meetings (FNM) to identify the best support available to meet the needs of the child. A period of meetings and monitoring will take place to support the family in meeting the outcomes identified by the EHA.
- Level 3/4 -** There may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. In this instance the police and/or MASH (Multi Agency Safeguarding Hub) team may be contacted and a MASH referral submitted.

Following a referral, MASH have a duty to decide (within one day) on action to be taken and to inform the referrer of that decision. If deemed to be a Child Protection Safeguarding issue a core assessment will be carried out and information about the child will be sought from school and other agencies.

Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a Strategy Discussion/Meeting will be called. A representative from the school should attend. If a school representative is unable to attend, documents will be sent to the meeting and an educational representative from MASH would represent the school.

If staff have any questions about procedures the Designated Safeguarding Lead should be contacted. If this fails to bring a satisfactory response the member of staff should consult with HSCB guidelines (<https://herefordshiresafeguardingboards.org.uk/hscb>) or contact the MASH team.

Support for the family/carers

The school's responsibility is to put the needs of the young person first however this does not preclude support for the family or carers. The school can show support in the following ways:

- Development of a school ethos, which respects both parents/carers and the young person's needs for privacy and confidentiality;
- Reassurance that the information will be kept private or an honest explanation if another member of staff or person from another agency needs to know information in order to help the young person;
- Whatever the outcome of disclosure or investigation, resumption of a normal, non-judgemental attitude to parents, will help to overcome their own feelings of guilt and shame and re-establish a co-operative relationship with them;
- If the young person's progress or behaviour needs to be discussed with parents, a matter-of-fact review of all aspects of the child's functioning which neither denies nor over-emphasises the experience of abuse is likely to be most helpful;
- Awareness of and respect for different cultural patterns of child rearing and family life is important to avoid narrow judgements on 'good' or 'bad' ways of bringing up children.

Creating a safe culture within the school

Physical Contact with Pupils/Restraint is covered in the JMHS Positive Handling policy.

Procedures for dealing with allegations against members of staff

When there has been an allegation regarding a member of staff where an individual may have:

- Behaved in a way that has harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

The DSL must contact the Local Authority Designated Officer (LADO) within 24 hours to report the concern.

In all other safeguarding matters regarding a staff member, in the first instance, concerns should be directed to the DSL who will make an appropriate and timely decision about dealing with the concerns raised, often in consultation with the staff member's line manager and/ or the Headteacher.

Concerns raised about staff are detailed in the Whistleblowing policy. If you believe that any member of the senior leadership team (other than the Headteacher) is involved you should approach the John Masefield High School Chair of Governors and/or the John Masefield High School Personnel Officer.

If the allegation concerns the Head teacher, the member of staff receiving the allegation MUST speak immediately to the Local Authority's Designated Officer, or, if unavailable, the Head of Service. Additionally, the Chair of Governors must be notified.

Support for Staff where an allegation has been made against them

Anyone who is subject to an allegation may find it stressful and must be offered support. It would be appropriate for the staff member to seek advice from a Trade Union. We will provide a named support person who will keep the staff member informed of the progress of any investigation and will provide a named support person who will keep you up to date with any work related matters in the event of suspension.

Procedures for dealing with students in specific circumstances:

Female genital mutilation (FGM)

Female genital mutilation (FGM) is a procedure that intentionally alters or injures the female genital organs for non medical reasons. It is illegal in the UK.

If any member of staff is concerned about FGM they must immediately report it to the Designated Safeguarding Lead or Deputy Safeguarding Lead in their absence. If it is discovered that an act of FGM has taken place on a female under the age of 18 the police must be contacted.

There are a number of indicators for staff to be wary of such as:

- lengthy absence from school;
- behaviour change following a holiday abroad;
- bladder or menstrual problems;
- difficulty in sitting still;
- reluctance to take part in physical activity;
- secretive behaviour;
- repeated urinary infections.

Child Sexual Exploitation (CSE) and grooming

Keeping children safe in Education 2016 defines CSE as *exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship.*

Grooming is an integral component in CSE and it is therefore vital that all staff at JMHS ensure that they are alert to the signs of CSE and grooming. Any concerns must be immediately passed to the Designated Safeguarding Lead or in their absence a member of the SLT. This concern does not need to be evidenced and will always be treated as the highest priority. Any information will be passed onto the MASH team as an urgent CSE concern and JMHS will liaise with agencies as appropriate.

Students at risk of CSE (grooming) may display any of the signs listed below. It is essential that these are for guidance purposes only as no exhaustive list is ever possible:

- Changing physical appearance;
- Unexplained defensive reactions;
- Being secretive or withdrawn;
- Suddenly appearing to have unexplained or expensive items;
- Staying out late, disappearing or truanting from school;
- Unsafe use of social media and the internet, including 'sexting';
- Injury or marks without explanation;
- Involvement in petty crime;
- Persistent despair, anger or challenging behaviour.

http://hscb.herefordshire.gov.uk/docs/HSCB_Signs_and_indicators_of_Sexual_Exploitation_and_Trafficking.pdf

Radicalisation and Extremism

The Counter- Terrorism and Security Act 2015 *'places a duty on specified authorities, including local authorities and childcare, education and other children's services providers ... to have due regard to the need to prevent people from being drawn into terrorism'*.

John Masefield will promote British Values in all aspects of school life and will highlight and celebrate positive engagement with these values. Although incidents involving radicalisation have not occurred at John Masefield to date, it is important for us to be constantly vigilant.

If there are any concerns that any member of the school or local community could be at risk of radicalism or is suspected as being involved in radicalism then this must be immediately reported to a member of the SLT.

Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

The designated member of staff for PREVENT at the LA should be contacted immediately with any concerns regarding radicalisation. The Deputy Designated Safeguarding Lead is responsible for leading the PREVENT agenda at JMHS and will make a referral to the 'channel' process (currently Neville Meredith nmeredith@herefordshire.gov.uk at Herefordshire Council 01432 383628).

Recording and Keeping Information

Child protection records are kept in the School's Designated Safeguarding Lead's office in a locked file. Access to them will be through the School's Designated Safeguarding Lead on a 'need to know' basis. Staff who have any questions or concerns should contact the Designated Safeguarding Lead who will provide any additional information where required and appropriate.

Monitoring

All staff but in particular, form tutors and House Leaders will monitor the children in their groups using; patterns in attendance, changes of mood, changes in classroom functioning, relationships (with peers, adults), behaviour, comments, general demeanour and appearance, potential interest and comments, home/family changes, medicals, response to P.E./sport, injuries/marks, past and present.

Monitoring Attendance

House Leaders, the Assistant Headteacher with responsibility for pastoral care and the School's Attendance Support Advisor will review attendance on a regular basis. Parents/ carers of students with low-attendance or sessions of unexplained absence will be invited in to school to discuss attendance concerns as students who are persistently absent from school and are potentially unsupervised, are at increased vulnerability to a multitude of safeguarding risks including and not exhaustively on-line safety, CSE and radicalisation and extremism. Where concerns are realised, the school will put supportive measures in place including attendance support plans, referrals to the school nurse, counselling and where appropriate relevant external agencies may be contacted including the police and MASH.

Considerations to bear in mind:

- If the child is a Looked After Child (LAC), all staff closely involved with him/her should know this, as it may affect practical matters such as who meets the child from school, permission to go on outings, parents' evenings, etc. There is a need for sensitivity and discretion in handling such matters. Looked after children are potentially especially vulnerable and therefore it is essential that relevant staff are aware of their needs and specific barriers so that excellent support is provided to the child or young person. The Designated Looked After Child (DLAC) member of staff has responsibility for liaising with relevant agencies for LAC students;
- Each case will be unique and will require bespoke support and care. When abuse has been disclosed or discovered in school, it is likely that many people know something about it. It is important that all staff do not discuss any concerns, allegations or relevant information with anyone other than the Designated Safeguarding Lead or a member of a relevant agency;
- Staff may pick up worrying information about young people from other parents, neighbours, or other children. This should be passed onto the Designated Safeguarding Lead but should be regarded with caution unless further substantiated. No disclosure or information should be ignored;
- If the child has a special educational need or disability (SEND), all staff must be aware of specific additional safeguarding challenges that could occur. This could include false assumptions that possible indicators of

abuse relate to the child's disability, the risk of students with SEN being disproportionately effected by issues such as bullying and the communication difficulties that could exist. Staff must consult the SENDCo and DSL if they have concerns about safeguarding risks associated with an SEND child.

Transition

The Year 6 co-ordinator will visit the primary schools during the summer term to discuss the entry of Year 6 students. The school will ensure that any child on a child in need or child protection plan receives the support that they require and that any agencies working with the family are made aware of the transition so that they can continue to support the student, their family and JMHS.

The Sixth Form Leadership Team will meet with the DSL and DDSL in September to discuss any students who may require additional support due to safeguarding concerns. This information will remain confidential and will only be used to support the student to achieve their full potential, academically, socially and emotionally.

Support for Staff who report a safeguarding issue

Coping with safeguarding requires not only knowledge of signs, symptoms and procedures but also awareness that involvement in the process can bring heavy practical and emotional burdens. It is therefore essential that staff are offered support if they require it and that the support remains in place for as long as required. If support cannot be provided at JMHS then JMHS will enlist the services of an outside agency to ensure that the member of staff is effectively supported.

Guidance for staff

Any member of staff, volunteer or governor must adhere to the JMHS safeguarding policy as part of their work. It is essential that safe working practice is adopted at all times and that training and induction ensures clarity about the expectations of the school.

At all times staff, volunteers and governors must operate the highest standards of conduct and must consider their own safety and the safety of others. In order to achieve this practical advice includes:

- Ensure that the JMHS safeguarding policy is understood and carried out. Any questions about the policy should be directed to the Designated Safeguarding Lead;
- Ensure that you are not alone with a student if at all possible. If this is unavoidable ensure someone knows where you are, that a door is open and that you are visible;
- Ensure that you do not make physical contact with a young person and that when speaking to them that you are always appropriate in your communication and conduct;
- Ensure any relevant documentation is completed, for example risk assessments, and EVOLVE forms and the use of the accident book;
- Do not take unnecessary risks;
- Ensure that you wear your identification badge at all times whilst on site;
- Ensure that you understand the school evacuation procedures;
- Ensure any concerns over site safety are reported to the School Business Manager.

Curriculum approaches to prevention

Safeguarding is much more than knowing what to suspect and how to respond if disclosures of abuse are made. The school has a vital role to play in preparing youngsters to resist abuse and to become responsible, caring and confident adults. Through school Assemblies, PSHE, RE, Citizenship and ICT curriculum, children are taught about risks of different kinds of child abuse and helped to become equipped with the skills they need to help them stay safe. All Faculty Leaders should ensure that schemes of work reflect the importance of child protection and safeguarding, for example safety in science labs, online safety in ICT and safe practice in technology workshops. The British Values should also be promoted and included, where appropriate, in the work of all faculties.

It is expected that all students, including those at significant risk of harm are able to access a full curriculum and will meet expected academic progress

Links to other relevant school policies and guidance

Additional advice and guidance can be found in the whistleblowing, SEND, Anti-Bullying, Behaviour for Learning, Attendance Policy, CCTV, Equality, the Prevent Strategy, AUP, Positive Handling, Staff code of Conduct, On-line Safety and Safer Recruitment policies and the guidance for working alone. These are displayed in the staff handbook, on the school website and can also be found in the Leadership and Management section of the staff intranet.

Role of Parents

Parenting young adults can be a very challenging time, allowing them to develop as independent individuals yet safeguard the risks exposed to them on a daily basis requires skill and due diligence. Here are a few ideas that parents can deploy to support your children:

- Be aware of online activity: ensure privacy settings are in place, check search history, monitor and minimise time spent online;
- Ensure high attendance at school;
- Be open to changes in mood, appearance, hygiene;
- Don't accept inappropriate behaviours as 'acceptable' teenage behaviour;
- Be unafraid to ask where they are and with whom and what they are doing; support your child to understand boundaries especially around safety;
- Talk to the school about any concerns; all concerns will be treated in a non-judgemental way;
- Ensure school is aware of any social, emotional or physical difficulties so we can support your child appropriately eg bereavement, family illness, stressful changes in circumstance, student ill health.

Role of Governors

The governing body should be fully aware of their responsibilities with regards to child protection. Whilst there is a designated child protection governor it is the responsibility of all governors to ensure this policy is effectively implemented and updated.

The designated safeguarding governor has the responsibility of meeting with the Designated Safeguarding Lead to review the safeguarding log and to discuss any relevant issues. This review will be carried out at least once per half term.

The governing body should review the safeguarding policy and procedures annually. Any newly appointed governor should be provided with a copy of the safeguarding policy and should be briefed on the contents of the policy by the Designated Safeguarding Lead.

If a governor has a concern about a member of staff they should follow the procedures set out in the whistleblowing policy.

In addition the governing body and SLT will ensure that the school:

- Has a child protection policy in accordance with the procedures of Herefordshire Safeguarding Children Board;
- Operates "safer recruitment" procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers;
- Ensures that the DSL/DDSL attend appropriate refresher training every two years;
- Ensures that all other staff who work with children undertake training at two yearly intervals;
- Ensures that all staff have read section one 'Keeping Children Safe in Education' September 2016;
- Ensures that temporary staff, volunteers and visitors to the school are made aware of the school's arrangements for child protection and their responsibilities;
- Remedies any deficiencies or weaknesses brought to its attention without delay;
- Have procedures for dealing with allegations of abuse against staff/volunteers.

Evaluation of the Safeguarding policy

The Safeguarding policy should be updated on an annual basis. Each time a safeguarding issue arises the policy should be checked so as to ensure it successfully meets the needs of the students at John Masefield High School. In light of any such check the policy would be expected to be immediately amended where required. The responsibility for the update and evaluation is that of the Designated Safeguarding Lead and designated governor for safeguarding.

Supervision

Supervision is provided by the Head Teacher and the Chair of Governors on a termly basis.

Contact Detail

Head of Safeguarding and Review – formally known as LADO, now referred to as Designated Officer	Paul Rooney 01432 260680
Designated Safeguarding Lead	Jo Lindley (Assistant Headteacher) safeguarding@jmhs.hereford.sch.uk
Deputy Designated Safeguarding Lead	Dean Wyatt (Senior House Leader - ESLT) safeguarding@jmhs.hereford.sch.uk
Chair of Governors	Dr Debs Hiley chair@jmhs.hereford.sch.uk
Personnel Officer	Clare Hetherington Clare.hetherington@jmhs.hereford.sch.uk
Designated Governor for Safeguarding	Dr Debs Hiley chair@jmhs.hereford.sch.uk
Multi agency safeguarding hub (MASH)	Anne-Marie Kemp and Liz Anstey 01432 260800
Police child protection team	01905 332047 or 01905 331049
Director of Children’s services	Jo Davison

Signed:
Chair of Governors

Signed:
Headteacher

Date:

Date:

Prepared by Jo Lindley, February 2018
Due for review January 2019

John Masefield High School and Sixth Form Centre
Registered Office: Mabel’s Furlong, Ledbury, Herefordshire HR8 2HF
Registered in England and Wales
Company Number: 07631985

An exempt charity